

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military History

HIST498

Senior Seminar in History

3 Credit Hours

8-Weeks

Prerequisite(s): None but HIST300 recommended

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

Table of Contents

Instructor Information	Course Delivery Method
Course Description	Course Materials
Course Scope	Evaluation Procedures
Course Objectives	Course Outline

Instructor Information

Instructor:

Email:

Phone:

Office Hours:

[Table of Contents](#)

Course Description

The Senior Seminar in History is designed to integrate the student's past work in their major field of study and to review as well as strengthen the student's understanding of his or her focus area in history. After a review of the student's academic experience, the student and professor will design a course of study to round out the student's preparation for research and writing a major paper in his or her field of interest.

[Table of Contents](#)

Course Scope

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HIST498 is divided into eight weeks and is based on a joint learning assessment between student and professor. Throughout the course the student will work with the professor to conduct research and submit written sections of the research that culminates in a Research Paper. Additionally, the student will complete a plan for future learning.

[Table of Contents](#)

Course Objectives

As the Senior Seminar reinforces the student's previous studies in history, it shares the objectives of the Bachelor of Arts in History program. Upon successful completion of this course, the student will be able to demonstrate mastery of the following in their field of study:

- CO-1. Formulating a research topic.
- CO-2. Conduct historical research employing the historical method.
- CO-3. Formulate historical analysis in the appropriate professional form.
- CO-4. Broadly analyze history.
- CO-5. Construct written evidence of research ability.
- CO-6. Specifically analyze history from in-depth study of one or more periods, cultures, nations, regions, or seminal events.
- CO-7. Consider the future.

[Table of Contents](#)

Course Delivery Method

This course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

See [Course Materials](#) section for on [Course Policies](#) for late assignments.

[Table of Contents](#)

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Course Materials

NOTE: Students in History and Military Studies classes may not use Wikipedia or encyclopedias – this includes online encyclopedias.

REQUIRED TEXTS

Readings in the Web Resources section and some very short external readings may be added to the course as the course progresses.

RECOMMENDED REFERENCES

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007
- **General History Links accessible through the APUS Online Library.**
United States
World

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation. **Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

WEB-BASED READINGS Hyperlinks to these readings are in the Course Materials, External Website section): **Recommended References:**

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

[Table of Contents](#)

Evaluation Procedures

This course, your senior capstone course, has a variety of measurement tools, with the primary grade based off your foal of submitting a quality research paper. To assist you in reaching this goal you will have milestones throughout the course and all of them are graded. These milestones are defining your research paper topic (week one), identifying initial sources for the research paper (weeks two and three), submitting a draft of the first third of your paper (week four), submitting the second third of your paper (week five), submitting the final third of your paper (week 6), submitting your research paper (week seven and a half), and submitting your plan for future learning (week eight). Along the way, three forums will help you with the paper.

Detailed instructions for the Research Paper and plan for future learning are in the Course Material folder.

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The assignment / course breakdown is as listed below --- it looks more complicated than it really is and gives you multiple changes to earn points, not just a few all or nothing assignments.

<u>Grade Instruments:</u>	<u>Points</u>	<u>% Final Grade</u>
Forum #1	5	5%
Forum #2	5	5%
Forum #3	5	5%
Forum #4	5	5%
Research Paper Topic	5	5%
Thesis and Outline	5	5%
Draft of paper's first two pages	5	5%
Research Paper	60	60%
Plan for Future Learning	5	5%
TOTAL	100	100%

[Table of Contents](#)

Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Forums</u>
Week 1	Research Paper Topic	CO-1 and CO-2	As required to identify research topic.	Post to the virtual introduction board. Forum #1, "The Beginning" your postings and due throughout the week, this is a very active DB between you and I about the topic of your research paper. Initial postings are due as soon as you can formulate a concept of what you want to write about, we will then work together to refine it in the DB. Research Paper Proposal due by Sunday – see form in the Resources section of the class.
Week 2	Initial Research	CO-2	As required to support writing a 21	Forum #2, your answer is due by Friday. You have to respond to

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			to 27 pages paper on your topic.	AT LEAST two other student's answers with meaningful comments by Sunday.
Week 3	Initial Research	CO-2 and CO-5	As required to support writing a 21 to 27 pages paper on your topic.	Thesis and Outline. While these may be tentative at this point, I will work with you to strengthen your thesis. Include a "working" title for your paper.
Week 4	First Section	CO-3, CO-4, CO-5, and CO-6	As required to support writing the paper.	No work due this week. Meet with professor via message or phone call to discuss your paper's progress.
Week 5	Second Section	CO-3, CO-4, CO-5, and CO-6	As required to support writing the second third of your research paper.	Draft of the paper's first 2 pages. This should include the thesis statement, which should appear by the end of the second page of your paper, if not prior to this point.
Week 6	Third Section	CO-3, CO-4, CO-5, and CO-6	As required to support writing the final third of your research paper.	Forum #3, your answer is due by Friday. You have to respond to AT LEAST two other student's answers with meaningful comments by Sunday.
Week 7	Compilation	CO-3, CO-4, CO-5, and CO-6	As required to fill in gaps identified while writing the three sections and the abstract, table of contents, summary, and bibliography.	Forum #4, your answer is due by Friday. You have to respond to AT LEAST two other student's answers with meaningful comments by Sunday.
Week 8	The Future	CO-7	As required to assist you in planning for your future as a historian.	Research Paper Due! Plan for future learning due by Sunday.

[Table of Contents](#)

CITATION AND REFERENCE STYLE

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Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the [Chicago Manual of Style](#).

The [Chicago Manual of Style](#) for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design / designation.

1. Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, endnotes, appendices.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See [Student Handbook](#).

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

[Table of Contents](#)