



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** HIST

**Course and Section #:** 4990-X01

**Course Title:** History Thesis Writing Component

**Credits:** 3

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### ***Course Description***

Second half of the required capstone experience for History Majors. Student continues to work on and complete the extensive research, analysis, and writing project developed in Hist 4980 under faculty direction. Honors students should consult Honors Program for thesis options.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Dr. Brendan McCarthy, PhD. You may refer to me as Brendan

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### ***Student Learning Outcomes***

- Competently conduct original research in libraries, archives, and manuscript collections.
  - Produce a substantial, argumentative research paper of high quality on an historical topic, using original research from a variety of sources and engaging the reader through the use of a strong thesis and highly developed historical arguments.
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### ***Course Materials and Texts***

Access to an internet-connected device

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### ***Course Requirements***

#### **Course Assignments, Assessments, and Grading Policy**

The grade in this class is out of 350 points. 350 points is 100%. If you ever want to figure out your grade, ignore Canvas, take your total points, divide by 3.5, and that is your percentage. You can then compare that to the university grade scale:

<b>Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>
<b>Percent</b>	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
<b>Points</b>	329-350	315-328	305-314	294-304	280-293	270-279	259-269	245-258	235-244	224-234	210-223	209-0

### Assignment Categories

<b>Activity</b>	<b>Points</b>	<b>Quantity</b>
<b>Second Draft</b>	10	1
<b>Third Draft</b>	10	1
<b>Second Draft Peer Review</b>	5	1
<b>Third Draft Peer Review</b>	5	1
<b>Draft Reviews</b>	5	12
<b>Check-ins</b>	5	12
<b>Final Draft</b>	200	1

### Late Work Statement:

Late work will receive a 1 point penalty each day it is late. The maximum penalty is 50 points. Late work will not be accepted for Activities.

### Assignment and Assessment Descriptions

The descriptions of these projects in the syllabus are basic. You will find more detailed descriptions and instructions on the assignments pages in the appropriate modules.

Because we have just one draft and peer review due each week, there is a complicated schedule for those assignments which you can find in the [Weekly Schedule](#) page.

### Second Draft

Your second draft will show significant improvement on your rough draft based on my feedback and the further research you have completed. Check the assignment page for your due date and word limit.

### Peer Review

Each second draft will have one peer reviewer who will read the full paper and give clear feedback and commentary either through Canvas or by using comments on Word or a PDF reader. This will be graded on effort: did you highlight problem areas as well as successes throughout the paper? Did you give a clear and helpful evaluation? Did you have a substantive comment for each section of the rubric?

### Draft Discussions

The peer reviewer and all other students will read through each second draft. Papers will be uploaded to Perusall where you can comment on interesting ideas, good use of sources, points of confusion, or points where the author needs to provide evidence. There will be two questions at the end of each reading: what was the most successful part of the paper and which part needs the most work. These comments should not focus on grammatical issues or give a full evaluation of the paper, that is the role of the peer reviewer and myself.

### **Check-ins**

These will be familiar from last semester. You should be working on your paper throughout the semester, each week you will fill out a survey telling me how your work is going. I can then offer some advice.

### **Writing Fellow**

There will be three mandatory meetings with the writing fellow.

### **Final Draft**

8000 word (footnotes and bibliography excluded) paper with a multitude of sources cited to support a well-stated argument. 'Nuff said.

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### **Required or Recommended Reading Assignments**

Students will be required to read the drafts of their classmates' papers.

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### **General Description of the Subject Matter of Each Lecture or Discussion**

Peer reviews of each student's paper

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## ***Required Course Syllabus Statements***

### **Generative AI**

Your college classes are opportunities to practice skills, not simply complete a bunch of work. LeBron doesn't have a Roomba practice his jumpshots, so I do not recommend using generative AI complete your work for this class. Developing a skill takes mindful, reflective practice. Large-Language Models will be an important part of your workflow throughout your career, but they cannot replace your own thinking. While I encourage the use of AI for checking your grammar and as a writing aide, I expect all of your writing to be your own words. Copying materials directly from LLMs like Copilot, ChatGPT, and Gemini will be considered plagiarism. I have included AI-authored essays as part of the materials for this class as ways for us to practice research and composition skills, but everything else is made entirely by me. I put in the work to write and design all aspects of this class.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as

participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.