Tuesday 10/25 and Wednesday 10/26 must leave at 1:00

On Tuesday 10/25 and Wednesday 10/26, I must leave at 1:00 PM instead of my regular 2:00 PM.

I propose to make up that office hour:

* On Tuesday by staying until 1 on Thursday  10/27.
* On Wednesday by coming in at 8 AM on Monday 10/31.

If any of you need to see me during those missed office hours this week, please let me know so I can figure out alternatives to help you.

For the Title for this assignment, enter Analysis of Primaries. Reminder: this paper is worth 30 (for the content) + 30 for its Good Habits for Evidence Grade + 30 for its Good Habits for Evidence grade for the Proposal. Proof your work.

* [Tuesday, October 25, 01:30 am on HD - READ MORE](http://pw.myersinfosys.com/kuht/airlist/8.1/540739/detail)
* [Tuesday, October 25, 03:00 am on HD - READ MORE](http://pw.myersinfosys.com/kuht/airlist/8.1/544820/detail)
* [Wednesday, October 26, 07:00 am on SD8.2 - READ MORE](http://pw.myersinfosys.com/kuht/airlist/8.2/540252/detail)
* [Wednesday, October 26, 07:00 pm on SD8.2 - READ MORE](http://pw.myersinfosys.com/kuht/airlist/8.2/540439/detail)

Hamilton's America

25 extra credit for ... PLUS when can start entry and grading

I will enter 25 points extra credit points for students who watch *Hamilton's America.* For those points, you will turn in a sheet saying "I watched and paid attention for the entire program." Notice the history as well as the music.

The program is on PBS (HD means channel  8.1) and it is free. The times are:

* [Tuesday, October 25, 01:30 am on HD - READ MORE](http://pw.myersinfosys.com/kuht/airlist/8.1/540739/detail)
* [Tuesday, October 25, 03:00 am on HD - READ MORE](http://pw.myersinfosys.com/kuht/airlist/8.1/544820/detail)
* [Wednesday, October 26, 07:00 am on SD8.2 - READ MORE](http://pw.myersinfosys.com/kuht/airlist/8.2/540252/detail)
* [Wednesday, October 26, 07:00 pm on SD8.2 - READ MORE](http://pw.myersinfosys.com/kuht/airlist/8.2/540439/detail)

Guys, I cannot resume entering (will do highest point values first) and grading until Thursday 10/27. I will persist all weekend.

One of the tasks is the Evidence Acknowledgement Quiz. You earn 7 extra credit points, but you cannot do any written assignments if you have not made 7 out of 7 points.

1. The Evidence Acknowledgment is meant to help students realize that this course is a very good deal for a variety of different types of students. The words below are from the syllabus or the Course Plan (that you will fill out in Getting Started). The answers to all of the questions (including this one) are True, but do pay attention. If you have questions, ask.

\*a. True

b. False

2. When your instructor finishes grading a writing assignment, she posts an announcement for you to check your email for feedback on a writing assignment. I do not enter points for writing until you follow the feedback instructions. Caution: If you do not reply within 48 hours before the next written assignment, she blocks you from seeing it until you reply. (Why? Not to hurt anyone, but to keep students from failing this and other courses because they do not know—for example—they are plagiarizing.

\*a. True

b. False

3. The Course Plan that you fill out in Getting Started provides links to help you understand the course objectives that the History Department is required to meet, including of our courses requiring a minimum of 25% of the grade for written assignments.

\*a. True

b. False

4. Because student surveys for over 5 years show that over 50% students do not know any of the basics of evidence, this course tries to help students with varied experiences. The course provides information and quizzes on basic rules of evidence so you can find out what you do not know about evidence before you write. Missing questions means you must figure out why or you will make a low score, but you can earn full points by asking for help or just figuring it out on your own and emailing your instructor accordingly. (If you need help, your instructor is glad to help you.)

\*a. True

b. False

5. This course one rubric for all written assignments and your feedback on that rubric tells you which of the 5 Good Habits for Evidence—which way of working covered in the tutorial—you may need to change. You don’t just find out what is wrong, but a way to work to prevent the problem next time.

\*a. True

b. False

6. With permission of the History Department to do this experiment to try to help students, divides written grades in two parts: a) one part of the grade for the content of the written assignment itself and b) one part for following the 5 Good Habits for Evidence that are introduced in Getting Started. If you are not a comfortable writer but you try to understand the history and to follow all 5 Good Habits for Evidence, this grading method means you can earn approximately one letter higher.

\*a. True

b. False

7. I f you already are very careful with evidence for what you say and if you are accustomed to writing with evidence, that is great. If however are not accustomed to writing with evidence, this is a course of second chances and of rewards for people trying to learn these basics of evidence.

\*a. True

b. False

8. I

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| --- | --- |
| Blurb from syll  Split in 2 | * Post an announcement for you to check your email for feedback on a writing assignment. I do not enter points for writing until you follow the feedback instructions. Caution: If you do not reply within 48 hours before the next written assignment, I block you from seeing it until you reply. (Why? To keep students from failing this and other courses because they do not know—for example—they are plagiarizing.) Tip: I am glad to explain feedback by phone or face to face.) |
| syll | * 80 – Introduction to Primaries, to the 5 Good Habits for Evidence, and to key concepts for Unit 1 |
| Plan | * 40 poitns ex |
| syll | These quizzes occur in Unit 1 and Unit 2. The content of the Evidence Quizzes comes primarily from a tutorial on the 5 Good Habits for Evidence, with some additional content provided with it. To try to help you think about the evidence requirements, not just memorize the answers to some questions:   * These quizzes ask questions in sets (so questions vary from person to person) and pull from earlier quizzes (so you have to keep remembering the old as you learn something new) * The grading of the writing assignment is on how you apply these basics |
| Syll split in 3 | 1. Provides information and quizzes on basic rules of evidence so you can find out what you do not know about evidence before you write. Missing questions means you must figure out why or you will make a low score, but you can earn full points by asking for help or just figuring it out on your own and emailing your instructor accordingly. (If you need help, your instructor is glad to help you.) 2. Uses one rubric for all written assignments and your feedback on that rubric tells you which of the 5 Good Habits for Evidence—which way of working covered in the tutorial—you may need to change. 3. With permission of the History Department to do this experiment to try to help students, divides written grades in two parts:  * One part of the grade for the content of the written assignment itself * One part for following the 5 Good Habits for Evidence that are introduced in Getting Started |
|  | Introduction to Primaries, to the 5 Good Habits for Evidence, and to Key Concepts for Unit 1 The Discussion Topics link on the left menu provides instructions. You will follow the 5 Good Habits for Evidence when you post about the required primary for this Unit work. You will also examine two other students’ posting for the 5 Good Habits for Evidence. 2 Unit Written Exams (Unit 1 and Unit 2 only) The questions in the Unit Written Exam are pulled from the textbook chapters and concepts listed for the Units. You know possible questions before the exam, but not which one you will get on the test. Analysis of Primaries—Overview of the Proposal and the Paper |
|  | Caution about the History Department’s Course Objectives and Its 25% Writing Requirement The History Department has course objectives (listed on page 2) that require writing based on evidence and that require that you use primaries as well as secondaries. The Course Plan that you submit during Getting Started provides a link to explain those objectives, including the meaning of the terms primary and secondary. Do use that link.  The written work must be over 25 percent of your final grade, a requirement for all history instructors. That minimum means formal writing assignments are essential to pass. The Course Plan that you submit during Getting Started provides a link to show you math examples so you can see how that 25% writing requirements makes success in writing essential. Use that link. |
|  | Unit 1: Creating a New America from 1860 to 1913 will be visible on the date in the Course Schedule if you clicked the Mark Reviewed button (below Getting Started).  Be sure to click the “Mark Reviewed” button for Getting Started 1) to confirm you did everything and 2) to see Unit 1’s content. |
|  | If you still see "Mark Reviewed" under Getting Started, 1)complete everything and 2) click it NOW to see Unit 1. |
|  | Student Introduction 4 points |
|  | Measure Yourself 1  <https://www.softchalkcloud.com/scorecenter/lti/x3omD1fv7liKUd>  Measure Yourself 1 - Email |
|  | Email [bibusc@wcjc.edu](mailto:bibusc@wcjc.edu)  Work Phone 281-239-1577 Office Location FBTC campus (Monday, Wednesday, Friday) - voice mail checked until I leave the campus. Sugar Land Campus (Tuesday, Thursday) - voice mail check only after my last class. Office Hours MW 12:30-1:30 PM, F 8:00-8:50 AM. You also can call 281-239-1577 during those hours. Tuesday and Thursday by appointment.  Email in Blackboard Messages to arrange our talking by phone or by meeting face to face. |
|  | Analysis of Primaries and Its Proposal - Accessible from Lesson Units or from Required Primaries on the Course Menu |
|  | In Lesson Units, primaries are available Chapters in the Lesson Units. These two are also available on the Course Menu: |
|  |  |
|  | http://www.cjbibus.com/1302\_Topics\_about\_the\_Troubled\_Transformation\_29\_30.htm |
|  | <http://www.cjbibus.com/1302_Topics_about_the_Big_Shift_1945-1960_25_26.htm>  http://www.cjbibus.com/1302\_Unit\_3\_Chapter\_27\_ResourcesB.htm |
|  | http://www.cjbibus.com/Topics\_Election\_of\_1968\_Through\_the\_2000s-The\_Age\_of\_Intransparency.pdf |
| 5-8 link | Evidence Quiz 5, 6, 7, 8 - the Last Questions  http://www.cjbibus.com/Evidence\_Quiz\_5\_6\_7\_8\_and\_Instructions.htm |
|  | List of All Primaries in the Course by Unit and Chapter #  http://www.cjbibus.com/1301\_List\_of\_Primaries.htm |
|  | 1301\_List\_of\_PrimariesWITHphrasesforcitation  1302 same |
|  | List of All Primaries in the Course by Unit and Chapter #  http://www.cjbibus.com/1302\_List\_of\_Primaries.htm |
|  | Unit #1 Overview  <http://www.cjbibus.com/1301_Unit_1_Overview_DL.pdf>  Unit #1 Study Guide  <http://www.cjbibus.com/1301_Unit_1_Study_Guide_DL.pdf>  Unit #1 Study Guide with links to questions  http://www.cjbibus.com/1301\_Unit\_1\_Study\_Guide\_DL\_with\_links\_to\_examprompts.pdf |
|  | Unit #1 Overview  http://www.cjbibus.com/1302\_Unit\_1\_Overview\_DL.htm  Unit #1 Study Guide  <http://www.cjbibus.com/1302_Unit_1_Study_Guide_DL.htm>  1302\_Unit\_1\_Study\_Guide\_DL  Unit #1 Study Guide with links to questions  http://www.cjbibus.com/1302\_Unit\_1\_Study\_Guide\_DL\_with\_links\_to\_examprompts.htm |
|  | Unit #2 Overview  http://www.cjbibus.com/1302\_Unit\_2\_Overview\_DL.htm  Unit #2Study Guide  <http://www.cjbibus.com/1302_Unit_2_Study_Guide_DL.htm>  Unit #2 Study Guide  http://www.cjbibus.com/1302\_Unit\_2\_Study\_Guide\_OC.htm  Unit #2 Study Guide with links to questions  http://www.cjbibus.com/1302\_Unit\_2\_Study\_Guide\_DL\_with\_links\_to\_examprompts.htm |
|  | #2 Overview  http://www.cjbibus.com/1302\_Unit\_3\_Overview\_DL.htm  Unit #3 Study Guide  <http://www.cjbibus.com/1302_Unit_3_Study_Guide_DL.htm>  Unit #3 Study Guide  http://www.cjbibus.com/1302\_Unit\_3\_Study\_Guide\_OC.htm  Unit #3 Study Guide with links to questions  http://www.cjbibus.com/1302\_Unit\_3\_Study\_Guide\_DL\_with\_links\_to\_examprompts.htm |
|  | Unit 1: Creating a New America from 1860 to 1913 will be visible on the date in the Course Schedule if you have taken the Required Quiz at the end of Getting Started |
|  | <http://www.cjbibus.com/1301_Analysis_Instructions_DL.htm>  http://www.cjbibus.com/1301\_Analysis\_Instructions\_OC.htm |
|  |  |