

Checklist to Use 3 Times: **Before Reading, Before Writing, and Before Posting** -Revised.

If you need help, do **not** ask your friend or your group chat. **Call** or **email** your **prof** for help. If there is something missing, the prof will want to know—not just to help you, but also to avoid having others have problems. **Tip:** light blue shows text you must use **exactly**, such as the **question** in the Subject of your post and **words for citation**.

✓	<p><b>Required Actions for a C or Above - Caution: Not Following the Cautions Below Results in a D or F</b></p>
— —	<p>In the <b>1st Part Writing Folder</b> and in the <b>Evidence Quiz Folder</b> at the <b>top</b></p> <ul style="list-style-type: none"> <li>• Complete the Evidence Basics Self-Test and Full-Test (32 or more) to see the 1<sup>st</sup> Part Writing discussion.</li> <li>• Be sure you examine the <i>Bedford</i> Pages of examples of Plagiarism and of “Half-Copy” Plagiarism.</li> </ul>
—	<p>What is your responsibility to your reader? Be useful in <b>teaching essentials</b> of the question below.</p> <p><b>Caution:</b> What would <b>never</b> be useful to your reader or yourself as a learner:</p> <ul style="list-style-type: none"> <li>• Typing lots of “stuff” from the source. The reader/learner is safer and faster with the source.</li> <li>• Typing quotations with ellipses (...) or square brackets [ ]. The reader/learner is safer with the source.</li> </ul>
— — — —	<p>What Is the Subject of Your Post and the Question You Answer?</p> <p>Your Name - Using the sources, teach essentials of global trends and US foreign policy toward its Latin American neighbors. <b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Notice the words <i>essentials</i> and <i>teach</i>.</li> <li>• Keep the subject/question in front of you from now until you post your work.</li> </ul> <p><b>Cautions:</b></p> <ul style="list-style-type: none"> <li>• 400 words maximum and paragraphs <b>only</b> (No fancy formatting and no lists of individual quotations.)</li> <li>• <b>Answer the question asked.</b> Do <b>not</b> just type <b>anything</b> on a page. <b>Example:</b> For this question, <b>nothing</b> on <b>economic</b> policy or on Africa, Hawaii, or the Philippines or <b>any country not</b> part of Latin America</li> <li>• Use <b>all</b> of these sources in the folder (and <b>no</b> others) and <b>use citation in this Checklist.</b> Also use this heading below: <b>Tips and Cautions about Citations with 6 Questions Students Have Asked in the Past.</b></li> </ul>
— — — —	<p>In the 1<sup>st</sup> Part Writing Folder—the Sample Paper File, Quotations and Citation, and How to Post</p> <p>Open the file <b>Sample Paper</b> and save it to your computer. It is safest to leave it as an .rtf file. <b>Use it to guide your reading</b> and again <b>when you are ready to write.</b> <b>Caution:</b> Do <b>not</b> forget to change the page numbers to match the pages you actually used.</p> <p><b>Tip:</b> You do <b>not</b> have to use the 4-paragraph format, but it is easier.</p> <p><b>Caution:</b> <b>If the source is open, your brain will cheat.</b> In the Evidence folder, be sure to use the <i>Bedford</i> pages on plagiarism and “half-copy” plagiarism. <b>Tip:</b> If you want to prevent these <b>2 dangerous things</b>, <b>close the source before you write or type a word.</b></p> <p><b>Notice that there are no quotations in the Sample Paper File. Why?</b></p> <ul style="list-style-type: none"> <li>• If you are emphasizing some significant phrase, it is fine to use <b>a brief, 3-word quotation and cite.</b></li> <li>• Other than <b>3-word, significant</b> phrases, you should <b>not</b> use quotations, but write in <b>your own words and cite</b> where each fact came from as shown in the Sample File.</li> </ul> <p><b>Tip 1:</b> Even as kid, I did this because of my own learning problems. If you list the facts (with its source and page # or video and ##:##) you want to use and pretend to say them aloud to teach a friend, it helps. After many attempts and adding, moving, or removing facts, you will start to sound a lot better. When you finally seem to be making sense, rush to your computer and type as you dictate to yourself. Then wait 24-hours and read the paper aloud, correct it, run spellcheck, and proof all of your citation.</p> <p><b>Tip 2:</b> If you have <b>never</b> written in your own words, give <b>Tip 1</b> a try. <b>If it does not help you, email or call your prof</b> for an honorable but different way that you can meet the requirements.</p>

✓	<b>Required Actions for a C or Above - Caution: Not Following the Cautions Below Results in a D or F</b>
	<p><b>Tip:</b> We use Blackboard's <b>Discussion Tool</b> for the 1<sup>st</sup> Part Writing. Your prof later copies it with all those posts to make the interactive 2<sup>nd</sup> Part Writing and later copies the 2<sup>nd</sup> Part and its posts to make the interactive 3<sup>rd</sup> Part with its posts.</p> <p><b>Cautions:</b> Those <b>interactive assignments</b> mean you <b>must</b> be <b>simple and brief</b> so you do <b>not cause problems for your colleagues</b> in the class. Do <b>not</b> follow the directions from <b>other</b> classes. You <b>must</b>:</p> <ul style="list-style-type: none"> <li>• <b>Use</b> the <b>simple citation in ( )</b> shown in this checklist and in the Sample Paper.</li> <li>• <b>Not repeat your Subject</b> or place <b>any</b> other headings <b>at the top</b> of your post.</li> <li>• <b>Not place</b> a List of Works Cited or <b>any</b> other thing <b>at the bottom</b> of your post.</li> </ul>
<p>—</p> <p>—</p> <p>—</p> <p>—</p>	<p>In the 1<sup>st</sup> Part Writing Folder –This Checklist, the Definitions, and Textbook Pages at the Bottom of the Folder Read carefully <b>and cite at least one textbook page for each primary and</b> for its background period:</p> <ul style="list-style-type: none"> <li>• For the background period for Theodore Roosevelt, 470-471</li> <li>• For Theodore Roosevelt's actions, 468, 571</li> <li>• For the background period for Franklin D. Roosevelt, 600-601</li> <li>• For Franklin D. Roosevelt's actions, 571-572</li> </ul> <p>Citation for <b>any</b> textbook page above: (Pageant, #) <b>Tip:</b> # = the <b>exact</b> number of the page</p> <p><b>Cautions:</b></p> <ul style="list-style-type: none"> <li>• To avoid problems with page numbers, do not type <b>anything</b> on a page. If a page is split by a heading, some content on the page probably does <b>not</b> apply to this subject.</li> <li>• To avoid problems with the meaning of vocabulary words, use the Definitions file.</li> <li>• To avoid problems with vocabulary and <b>your assumptions</b>, notice this <b>reality</b>: the US under TR did <b>not</b> use <b>US funds to pay Latin American debts to European creditors</b>. Also use this heading below: <b>Tips and Cautions about the Textbook Pages and the Primaries</b>, especially about Theodore Roosevelt.</li> </ul>
<p>—</p> <p>—</p>	<p>In the folder for Theodore Roosevelt</p> <ul style="list-style-type: none"> <li>• Primary - Read <b>yellow</b> sections and <b>cite at least once</b> in your paper. – Citation: (Corollary, #)</li> <li>• Video – Use these <b>search words</b> and <b>cite at least once</b> in your paper where the fact <b>begins</b>. Search words in <i>The Question of Empire</i>: underlying, strategically, strategic, empire – Citation: (<i>Empire</i>, ##:##)</li> </ul>
<p>—</p> <p>—</p>	<p>In the folder for Franklin D. Roosevelt</p> <ul style="list-style-type: none"> <li>• Primary - Read <b>yellow</b> sections and <b>cite at least once</b> in your paper. – Citation: (Neighbor, #)</li> <li>• Video – Use the listed <b>search words</b> and <b>cite at least once</b> in your paper where the fact <b>begins</b>. Search words in <i>The Great Depression</i>: collapse, tariff, Fascism, Nazism – Citation: (<i>Depression</i>, ##:##)</li> </ul>
<p>—</p> <p>—</p>	<p>What Do You Do When You Have Written Your Rough Draft?</p> <p>Make sure you wait 24 hours and <b>read it aloud to yourself</b>. Correct as needed. Then proof your work for its evidence and citation and correct use of quotations. Check to be sure:</p> <ul style="list-style-type: none"> <li>• That you did <b>not misread</b> what the source said. <b>Tip:</b> Re-reading the <b>source</b> aloud helps.</li> <li>• That your quotations and facts are <b>accurate and actually</b> on the <b>page you listed</b>. <b>Tip:</b> Touching the spot in your file or your print and the spot in the source on paper or online seems to help a lot.</li> </ul>
<p>—</p>	<p>What Do You Do When You Are Ready to Post?</p> <p>Following directions with the Discussion Tool is <b>part of your grade</b> because <b>you</b> can make it easier or harder on your colleagues in the class. If you need help, ask. <b>Tip:</b> You see other students' papers only <b>after</b> you post.</p> <p>When you are ready to post, follow these steps:</p> <ol style="list-style-type: none"> <li>1. Click <b>Create Thread</b> in the discussion to create a post with this <b>Subject: Your Name – Using the sources, teach essentials of global trends and US foreign policy toward its Latin American neighbors.</b></li> </ol>

✓	<b>Required Actions for a C or Above - Caution: Not Following the Cautions Below Results in a D or F</b>
	<p><b>Example:</b> if your name is Ana Joy, your Subject is: <b>Ana Joy</b>—Using the sources, teach essentials of global trends and US foreign policy toward its Latin American neighbors.</p> <ol style="list-style-type: none"> <li>Copy and paste your paper into the message area. <b>Tip:</b> If you use the Sample Paper and <b>leave it as an rtf file</b>, you can copy and paste it into the Discussion message area.</li> <li><b>Before you click Submit</b>, look at your paper to see if you need to add a blank line between paragraphs or other correction. <b>You are responsible</b> for how readable your paper is to your colleagues in the class.</li> <li>After checking and, if necessary, correcting your paper, click Submit.</li> </ol>

**Tips and Cautions about Citations with 6 Questions Students Have Asked in the Past**

On a job, you will not cite, but you better know where you found what you said. In a course requiring evidence, you need to cite. These examples cover questions that students have asked in the past:

- Should you have the citation (*Pageant*, 571) repeated after each of 3 sentences in a paragraph?
  - No, if all facts in all sentences in the paragraph are from the same page, place it once after the last sentence.** Citation always goes immediately **after** the fact.
- At the end of a paragraph**, could you have a **single sentence with no citation**?
  - Yes, if the last sentence summarizes facts above that had complete citation.**
  - No, if the last sentence introduces new facts. What’s required:** If you have **new** facts, you need citation—**Citation** = name of the **source** and the **exact page number** with that fact.
- In you have a paragraph of 3 or more sentences** and you have citation for the sentence at the top and for the sentence at the bottom, could you have **one or several sentences in the middle with no citation**?
  - Yes, if everything in the middle is in the source cited at the bottom.**
  - No, if everything in the middle is not cited at the bottom. What’s required:** If you have facts in the middle that you have **not** cited for the reader, **you need citation.**
- Could you have **all** of your paragraphs without citation?
  - Yes, if your assignment was to write an in-class short answer using your memory of the textbook.**
  - No, if your assignment was to use primaries, textbook pages, videos and citation.**
- Could you have a citation after a sentence something like (*Pageant*, 571-572)?
  - Yes, if your fact or quotation started at the bottom of 571 and continued to the top of 572.**
  - No, if your facts were scattered at multiple locations on 571 and 572 Tip:** Your prof might be fine with this for a paper, but if you are dealing with facts in company documents, you could have problems with your boss if you do not know exactly the page for the fact.
- You assert that change was swift or quick (when it took over 40 years) or took forever or had some other attribute, but that a) attribute is **not** supported in the textbook and b) there is information in the textbook that contradicts your statement. Can you do that? **No**, the words used for that kind of **lack** of evidence are **embellishment or cherry-picking.**

**Tips and Cautions about the Textbook Pages and the Primaries**

Primary You Are Using	Page Numbers from <i>American Pageant</i>
Theodore Roosevelt’s Corollary to the Monroe Doctrine (1903) – Recommended <b>2nd</b> paragraph	<p><b>Cautions:</b> Many students misread this section of the textbook because of vocabulary and because they assume that TR’s era was like something in their own life times. It was not. Read this aloud to slow your brain down.</p> <p>468, 571 (another location of the textbook author’s criticism of Theodore Roosevelt)</p> <p><b>Tip:</b> The <i>Merriam-Webster Online Dictionary</i> defines <i>perversion</i> (the word in the textbook on 468) as “to cause to turn aside or away from what is good or true or morally right.”</p>

Primary You Are Using	Page Numbers from <i>American Pageant</i>
	<p>Students also find the era hard to believe so I have color-coded the steps in the author's sentence and in US actions.</p> <p>The author's sentence says the United States will "... in the event of future malfeasance [about getting in debt] by the Latin American countries, take over the customshouses, pay off the debts, and keep the troublesome Europeans on the other side of the Atlantic."</p> <p>Here are the US <b>actions</b> in the sentences above:</p> <ol style="list-style-type: none"> <li>1. In the event a Latin American country: <ol style="list-style-type: none"> <li>a. borrowed money from a European nation or its banks</li> <li>b. and could <b>not</b> pay its debts to the Europeans and therefore would have to be obedient to these <b>European creditors, and not the US.</b></li> </ol> </li> <li>2. Then the <b>US would do these 2 things to the Latin American country:</b> <ol style="list-style-type: none"> <li>a. Send in <b>US military</b> to take over the <b>port</b> where the Latin American country had a "customshouse" (a place to collect "customs" or what the US calls tariffs or taxes on <b>imports</b>). <p><b>Tip:</b> Both the United States and Latin American countries depended on tariffs as income for their governments at this time.</p> </li> <li>b. Send the <b>Latin American country's collected taxes to their European creditors</b>, thus keeping those creditors from having an excuse to take over the Latin American country. <p><b>Tip:</b> If you are thinking, so what?</p> <p>How would you feel if <b>China or Russia</b> took over the <b>port of Houston</b> and did that to the US? Angry? Perhaps terrified?</p> <p>Notice phrases like "Yankee Lake" or "Colossus of the North" in the textbook on 468 for the Latin American view of the US.</p> <p><b>Why?</b> So the European nation did <b>not</b> have an excuse to do what the US had done.</p> </li> </ol> </li> </ol>
<p>Franklin D. Roosevelt's Good Neighbor Policy - Recommended <b>4th</b> paragraph.</p>	<p>571-572 - <b>Tip:</b> Page 572 includes what happened <b>with</b> the Platt Amendment and <b>about</b> Guantanamo Bay.</p> <p>The difference is a clue to how much FDR was willing to alter past policies. If you do not know, ask.</p>

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