



**In Class Writing Assignments - Writing Done Throughout Unit 1, Unit 2, and Unit 3 (Subtotal 100 points)**

Assignment	Points
7 Class Writing Assignments @ 10 points for content and 10 for following all 5 Good Habits for Evidence (Blackboard drops the 2 lowest grades of the 7.)	100

**Unit 1 (Subtotal 280 Points)**

Assignment	Points
Take 4 Evidence Quizzes @10 each	40
1 <sup>st</sup> Primary <b>Writing</b> @ 10 points for content and 10 for following all 5 Good Habits for Evidence.	20
<b>Peer Review</b> of another student's 1 <sup>st</sup> Primary Writing @ 20 points for content and 20 for following all 5 Good Habits for Evidence ( <b>Caution:</b> you must do the 1 <sup>st</sup> Primary Writing to do the peer review.)	40
Self-Management and Participation for Unit 1 @ 30 each	30
Take Unit 1 Objective Exam (100) and Concepts Exam (50)	150

**Unit 2 (Subtotal 220 Points)**

Assignment	Points
Take 4 Evidence Quizzes @10 each	40
Self-Management and Participation for Unit 2	30
Take Unit 2 Objective Exam (100) and Concepts Exam (50)	150

**Unit 3 (Subtotal 270 Points)**

Assignment	Points
Read and prepare carefully for your <b>writing</b> ; submit your Plan in Turnitin for your Analysis of Primaries @ 30 points for content	30
Self-Management and Participation for Unit 3	30
Take Unit 3 Objective Exam (100) and Concepts Exam (50)	150
Write your Analysis of Primaries and submit your <b>paper</b> to Turnitin for feedback and correct and resubmit @ 30 points for content and 30 for following all 5 Good Habits for Evidence	60

**Final Exam (Subtotal 100 Points)**

Assignment	Points
Take the Final Exam (100)	100

**Terms That May Help You**

[Merriam-Webster Online](#) defines:

- **Concept** as “an abstract or generic idea generalized from particular instances” – For example, you cannot understand the Tariff of Abominations in 1828 or the Hawley-Smoot Tariff in 1930 unless you first understand the concept of tariffs.
- **Peer review** as “a process by which something proposed (as for research or publication) is **evaluated** by a group of **experts** in the appropriate field.”

**Caution about Peer Reviews in this class**

Because this course uses as sources only the required textbook and primaries provided in this course, you:

- Cannot just write something like “good job” You must follow the rubric for the 5 Good Habits for Evidence
- Can **practice the skills of an expert** in the content when you evaluate another student's work. You must compare side by side the student's paper with the page of the textbook or primary the student cited

## Page 3 – Two Ways You Can Improve Your Grade

### If You Miss Questions on the Evidence Quizzes, How Can You Improve Your Grade?

Background: For many students, a freshman college history class is the first time they had to write about reality or use evidence (verifiable proof). Evidence is essential for personal decision-making and jobs that pay well. If you want reasons, [try this link](#). Unfortunately, **most** students do **not** realize they are not being careful enough with evidence. For example, **over 60% of students since 2011** usually did not know basics such as being factually accurate when writing about **real** things until this course. Click here to see what past students said [they did not know before](#).

To help these new students, the course provides information and quizzes on these basic rules of evidence so you can figure out what you do **not** know about evidence **before** you write.

How Can You Improve Your Grade: To help students succeed and change even though you did poorly on an Evidence Quiz, **you can earn full points for it:**

- a) If you take it by the recommended date listed on the prior page  
**Tip:** I enter a 1 point incentive for every quiz done on the recommended date.
- b) If you figure out why you missed it or realize you need help to figure it out
- c) And if you contact your professor within 1 week and talk—briefly—with your professor.

My teachers—from 4<sup>th</sup> grade on—helped me learn these basics. I am glad to help students. Students who miss these questions and do not figure these basics out, tend to fail their writing assignments.

### If You Do Not Follow the 5 Good Habits for Evidence on an Assignment and Earn Only a 0, How Can You Improve Your Grade?

Background: The Course Objectives for the Department (listed on the second page of the syllabus) mean that the Department focuses on writing. If you want to know more about the Course Objectives, including the meaning of words in the objectives such as primary and secondary and argument, click [here and look at the top of the link](#).

To help new students unaccustomed to writing about reality or using evidence (verifiable proof), I asked permission of my department to try an experiment to help students. It 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 – It is an all or nothing grade. You either earn a 0 or full points for that writing's 5 Good Habits for Evidence.

By splitting the grade in two parts, a student who is not comfortable with writing but who tries to read, observe, and write carefully (and thus follow the 5 Good Habits for Evidence) can make a higher grade. If you want to see an example of the math, click [here and look at the bottom of the link](#).

How Can You Improve Your Grade: To help students succeed and change even though they made a 0 on the 5 Good Habits for Evidence for a writing assignment, **you can earn full points for it:**

- a) If you reply to the feedback within 1 week of my return of your paper and its rubric to you
- b) If within that week you figure out why you missed it or realize you need help to figure it out
- c) If within that week, you contact your professor and talk—briefly—about what habits to change so you prevent this error

How this works:

When you do a), b), and c), I replace the 0 in the gradebook for the 5 Good Habits for Evidence for that writing with the full points for it (Example: for an assignment @ 20 points for content and @ 20 points for following all 5 Good Habits for Evidence, I change the 0 to 20.)

If you try use habits in your **next** writing assignment that prevent this error, you keep these points. If you do not quite succeed but you want to keep the points, then you talk with me again.

## Page 4– Opportunities for Extra Credit and Tips about Exams

### Opportunities for Extra Credit – with the Evidence Quizzes

If you take them by the recommended due date, you earn 1 extra credit point. You also qualify to improve your grade on an Evidence Quiz if you follow the instructions on the prior page.

### Opportunities for Extra Credit – with Self-Tests

Self-tests let you measure what you assume is true so **you** can tell what **you** need to work on. You also earn small extra credits. They are provided with concepts (in Required Concepts) and with historical content within a Chapter in a Unit.

The Course Schedule covers the password for Self-tests. Self-tests

- Allow you to take a test only 1 time, but Blackboard displays all of your answers and shows if you are right or wrong.
- If you answer at least 1% of the questions, Blackboard also displays the same test, but you can take this one:
  - unlimited times
  - with highest score counting

**Caution:** When you take a self-test, answer as accurately as you can so you can realize what you know and do not know and therefore learn efficiently. If I notice that individuals are consistently just clicking enough to display the full test and that they do not seem to be trying to measure themselves so they can actually learn, I will reset the self-test and the full test.

### Tips that May Help You with Exams

#### What Are the Objective Exams in This Course? What Does the Course Provide to Help You?

The general term *objective* means a test that can be graded by a machine or primarily by machine. In this course, there are two types of objective exams at the end of each Unit:

- Unit Objective Exams – Use the Study Guide at the top of each Unit to see a list of all facts required from the textbook.

**Tip to Succeed:**

1. Print the Study Guide and use it to record so you can review easily. (**Tip:** print Study Guides landscape instead of portrait to have more room to write.)
2. As you work through the list, look up a fact in the index (back of the book) and write the page number(s) where you found the information next to the fact. Also write 1 to 3 words as a reminder of that fact.
3. When you are ready to review for the exam, use the study guide as a way to self-test by explaining aloud each fact. If you cannot remember, use the page number you wrote to refresh your memory.

**Tip to Avoid Error:** To avoid error in understanding a fact that carries over to the next Unit, before you look at the index, look at the Course Schedule to see the last chapter covered in the Unit and its last page number. When you use the index, do not use any page after that last page number.

- Unit Concept Exams – Use the Concepts list for the Unit available in Required Concepts.

**Tip to Succeed:** Look at the list of concepts required so you can listen for the words. Print the list and write brief reminder words about its meaning. Look up words you know that you do not know using the free, online dictionary provided in the course.

The Final Exam is also objective. To help you review, the course provides two files of questions (matching, map, and multiple choice)—one without answers so you can self-test and one with answers so you can grade yourself. If you miss a question, look it up. If you cannot find it in the index, just ask.

*I reserve the right to modify the syllabus during the semester.*

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