

# Evidence-Based Grading of History, Experts in **Your Future**, and Your Being Able to Become an Expert **If and When** You Need to Be

Experts and the 5 Good Habits for Evidence .....	1
Using Questions (With Answers Provided) and Examples to Introduce You to Evidence.....	1
<b>Example 1: Citing a page as the source when Internet sites say the words but the page doesn't</b> .....	2
Example 2: Citing a specific detail when <b>the page does not say that anywhere.</b> .....	2
Example 3: Plagiarism or “half-copy” plagiarism because of the dangerous habit of typing with the source open. ....	4
Experts in <b>Your Future</b> – <b>Without</b> Answers.....	5
Evidence-Based Grading and Experts in Your Future – <b>With</b> Answers .....	6

## Experts and the 5 Good Habits for Evidence

You will find an introduction to the Good Habits for Evidence in the link right below this one. It covers would anyone pay you for the actions that do not follow the Good Habits. . It also provides tips for each Good Habit.

## Using Questions (With Answers Provided) and Examples to Introduce You to Evidence

1. The History Department requires that **all** history courses require 30% of the course grade be for written assignments. With a 1000-point course like this one, that mean writing assignments consist of 300 points. The math shows (and there is an example in the Syllabus & Link to Examples on the Course Menu to help you realize this), you must try to do writing assignments if you want to make even a C.
  - \*True
  - False
2. Your instructor requires that you:
  - Use only the required textbook. The syllabus and an emailed announcement tell you its title, author, and ISBN. (**Note to me:** cover the alternative)
  - Use only the required primaries. They are **all** provided in the course.
  - Cite from those required sources every fact that you write for any of the 3-Part F.I.O. Project whether the fact is in your own words or in the author’s words (a quotation).
  - If you use the author’s words, not only use quotation marks correctly but also cite.
  - Read and write carefully—and without exaggeration (embellishing) and without unsupported conclusions (cherry-picking as one part of this error).
  - Carefully select facts for your answer to match the **question**.
  - Proof carefully.
  - \*All of the above.
3. Your instructor takes a long time to grade because she grades every written assignment that every student does side-by-side with the page of the textbook or the page from the primary that the student cited.
  - \*True
  - False
4. Question 2 (actually the 5 Good Habits for Evidence) and Question 3 together mean that not only can your prof **easily recognize** if you used a source other than the required ones, but also she can **quickly prove** that you did.
  - \*True
  - False

Below are examples from prior students (and a prior textbook) on **errors in facts** and after Question 5 on **plagiarism**.

**Example 1: Citing a page as the source when Internet sites say the words but the page doesn't**

Color added but the words are exactly what the student wrote. One major event that led to the American Revolution was the sugar act. The British government had a policy known as **Mercantilism** which is idea that **trade generates wealth**, this policy led the British government to form new ideas on how to enhance their treasury. (Essentials, **112**) This was when the Sugar act came to be. This act imposed a tax of **six pence per gallon of molasses**. (Essential, **122**) The British Government also came up with the Stamp act which imposed all American colonists to pay a tax on every piece of printed paper they used. (Essentials, 125) These new policies angered the colonists to the point where they responded violently and added to the big conflict of the American Revolution. (Essentials, 125).

112

great confusion regarding Britain's colonial policies.

The 1651 victory of Oliver Cromwell's Puritan army over Royalist forces in the English Civil War had direct effects in the colonies. As Britain's new ruler, Cromwell ended the tradition of "salutary neglect" in favor of **mercantilism**, a political and economic policy adopted by most of the European monarchs during the seventeenth century. In a mercantile system, the government would take control of all economic activities. Key industries were regulated, taxed, or "subsidized" (supported by payments from the government). People with specialized skills or knowledge of new industrial technologies, such as textile machinery, were not allowed to leave the country.

Mercantilism also supported the creation of global empires. Colonies, it was assumed, enriched their founding nation in several ways: (1) by providing silver and gold as well as the raw materials (furs, fish, grains, timber, sugar, tobacco, indigo, tar, etc.) needed to supply food and produce goods; (2) by creating a captive market of colonial consumers who would be forced to buy goods created in the home country; (3) by relieving social tensions and political unrest in the home country, because colonies could provide a new home for the growing numbers of poor, unemployed, and imprisoned; and (4) by prohibiting its colonies from producing goods that would compete with manufacturers in the "mother country."

**Example 2: Citing a specific detail when the page does not say that anywhere.**

the Proclamation.

1764

**American Revenue Act (Sugar Act); Currency Act**

- Sugar Act cuts the import tax on molasses in an attempt to deter colonial distillers from smuggling molasses from the French, but also imposes new import duties on textiles, wine, coffee, indigo, and sugar in order to raise new revenue from the colonists.
- Currency Act prohibits colonies from printing more paper money in order to ensure the payment of colonial debt to British merchants in gold and silver coins.

1767

**Townshend Acts; Revenue Act**

- Townshend Acts shut down the New York colonial assembly in retaliation for its defiance of the Quartering Act (the assembly quickly yields).
- A new Revenue Act imposes taxes on the colonies' glass, lead, paint, paper, and tea imports.

British warships target American smugglers

people in the world," must pay for the British troops defending them. Grenville also resented the large number of American smugglers who avoided paying taxes on imported goods. Americans after the war went on a buying binge, eager to purchase the latest fashionable items from Britain and France, and they preferred buying from smugglers—it was cheaper. So Grenville ordered colonial officials to tighten the enforcement of the Navigation Acts, and he sent warships to capture American smugglers.

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of British goods but issues the Declaratory Act announcing that it has authority to pass any law regulating the colonies.

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199

5. Question 2 (actually the 5 Good Habits for Evidence) and Question 3 together mean that your prof or anyone can **easily recognize** and **quickly prove** if you copied the words from our required sources without quotation marks. According to standard rules for evidence, your doing that means you plagiarized or, at a **minimum**, did what the *Bedford Handbook* calls “half-copy” plagiarism.

- \*True
- False

The plagiarism and “half-copy” plagiarism are on the next page.

The examples with errors also showed that **everything** changes if others have the **same** sources you have **and** you are **required** to provide a **specific page number** for the fact or a quoted statement.

With the conditions above, others can **quickly know and prove**:

- You misunderstood those facts.
- You plagiarized or “half-copy” plagiarized and you were presenting **other people’s creation** as your **own**.

It is **not** just possible to catch these things. It is hard **not** to see them.

**FYI:** I still write on papers in order to make me pay attention and be able to remember accurately if you ask for details, but I now provide feedback with the Discussion Rubric.

**Background about this example:** I would not have marked this brief an example, but this was a lovely student who was **trying to replace her habit of just passively moving words around**. She said her English teacher said it was right. I knew her English teacher so...

**Example 3: Plagiarism or “half-copy” plagiarism because of the dangerous habit of typing with the source open.**

Think of preventing these errors as an exercise program: Open/Close. You need to open to read and to close **before** you type.

The student slipped back into her habit of “half-copy” plagiarism with **spinning, sewing, and weaving**.

Enacting such a law in 1801 (Laws of Virginia). That prohibition was to limit any persons before that were indentured servants on the land to the white plantation farmers. *Cite*

*no it does not* In the 1800s, even women worked on the plantations. Harriet Jacobs was one of the slave women and even stated in Ohio in 1850 “And ar'n't I a woman? Look at me! Look at my arm! I have ploughed, and planted, and gathered into barns, and no man could head me” (Sojourner Truth). Slave owners really saw how “profitable a fertile female slave could be over time by giving birth to babies that could later be sold, they ‘encouraged’ female slaves to have as many children as possible” (Shi 364). Even when the women gave birth, just days after they were back to the slave work of spinning, sewing and weaving. Not long after that they were back in the fields, doing men’s work even having to take their babies into the fields to breastfeed (Shi 365). Working conditions as an African-American slave was terrible. They did not cut any slack to anybody and worked the women just as if they were men. *Cite info*

*p.#* Sharecropping was where “the landowner provided land, seed, and tools to a poor farmer in exchange for a *share* of the crop—essentially re-enslaved the workers because, [...] no matter a ‘how much they are abused, they could not leave without permission of the owner’” (Shi 526). *h-copy*

*du* Many blacks preferred sharecropping. “The said Dawson is to cultivate said land in a proper manner, under the general superintendence of the said Solid South, or his agent or manager, and is to surrender to said lessor peaceable possession of said leased premises at the expiration of this

**spinning, sewing, and weaving** – and I showed the English teacher the source and we agreed the student could have avoided “half-copy” plagiarism if the student had **not** written the series of words exactly **or** if she had either:

- Used only 1 example such as weaving
- Used quotation marks accurately to show who created the words: “spinning, weaving, or sewing.”

**Caution:** The fundamental problem with plagiarism and “half-copy” plagiarism is:

- **Not just classified as cheating**
- **But students who are accustomed to doing this slide into it again unless they teach themselves the habit of never typing with the book open.**

## Experts in Your Future – Without Answers

This is what **I have seen** in work and academic experiences. **FYI:** Bosses may not notice from your writing that you did a bad job of figuring things out, but they will know if what you argue for loses the company money or customers. **Caution:** If you personally are making a decision that can change your future, you also **want to be able to be an expert if and when you need to be.**

If the writer/speaker did not follow Good Habit #	Would a teacher expert in composition notice?	Would a boss who pays you who is expert in the business notice?	Would an upper-level professor who can write a letter of reference for you and who is expert in the discipline notice?	Would an instructor using your prof's method notice?	Will you notice if you use my method with the 2nd Part F.I.O. Project?
1. Use reliable sources					
2. Use a source that fits the question					
3. Did not proof their work					
4. and plagiarized or "half-copy" plagiarized					
5. and changed the meaning of the author or made the author look incompetent with language					

## Evidence-Based Grading and Experts in Your Future – With Your Prof’s Answers

This is what **I have seen** in work and academic experiences. **FYI:** Bosses may not notice from your writing that you did a bad job of figuring things out, but they will know if what you argue for loses the company money or customers. **Caution:** If you personally are making a decision that can change your future, you also **want to be able to be an expert if and when you need to be.**

**Orange** = Shows habits that may be working for you now, but might hurt you in your future

**Blue** = Shows that building stronger habits is not high tech but common sense practices that will help you.

If the writer/speaker did not follow Good Habit #	Would a teacher expert in composition notice?	Would a boss who pays you who is expert in the business notice?	Would an upper-level professor who can write a letter of reference for you and who is expert in the discipline notice?	Would an instructor using your prof’s method notice?	Will you notice if you use my method with the 2nd Part F.I.O. Project?
1. Use reliable sources	No	Yes	Yes	Yes	Yes
2. Use a source that fits the question	No	Yes	Yes	Yes	Yes
3. Did not proof their work	No	Perhaps	Probably	Yes	Yes
4. and plagiarized or “half-copy” plagiarized	No	Probably not	Probably	Yes	Yes
5. and changed the meaning of the author or made the author look incompetent with language	No	Probably not	Probably on meaning and perhaps on language errors varying from the author	Yes	Yes

6. When you do **any** written assignment, **you** need to do **everything** listed in Question 2.
  - \*True
  - False
7. When you do **the 2nd Part F.I.O. Projects** (work that earns large points in this course) and **if** you want those large points, you **must look** for everything listed in Question 2 and you **must grade** using the same method explained in Question 3.
  - \*True
  - False
8. Question 2 (actually the 5 Good Habits for Evidence) and Question 3 together—something your prof did **by accident** until she realized the power of it. Combined with my long experience in academia and industry where people had to understand **new** things, your prof realized **that any teacher using this method can give the same type of feedback on your understanding of reality** that you will experience from:
  - A **boss—one you hope will want to keep paying you.**
  - A **professor in your career field—one you hope will write a reference for you.**
  - **\*Both of the above.**

9. Question 2 (actually the 5 Good Habits for Evidence) and Question 3 together plus the content already required by the History Department let you practice habits for figuring out something small that requires similar habits needed for larger tasks such as:

- Making a personal decision that could change your career, health, money—your life
- Getting to do a job that requires you to solve problems and not just repeat other peoples' solutions
- Completing an academic assignment for an upper level professor in your career field
- Succeeding—if that is what you want—at your own business
- \*All of the above.

10. What is different in these history assignments from the real world is that:

- In industry you will probably not place citations within your written work, but you can better know exactly your proof for every fact that you say or write.
- In academics, different disciplines follow different standards for citation.
- \*Both of the above

11. Your instructor is willing to try to help every student because practicing these habits can make every student's future easier. Just ask.

- \*True
- False