# This covers:

# What Is a Comparison and Its Alternative Assignment?

# Why Is the Good Habits for Evidence Grade a Separate Grade?

# How Can You Make a Good Grade with a 2 Factually Accurate Summaries? - How Many Points Could You Make for 2 Accurate Summaries and Following All 5 Good Habits for Evidence? - What Would You Have to Do to Earn Full Points for the Separate Good Habits for Evidence Grade?

# What Is a Comparison and Its Alternative Assignment?

Sometimes it is clearest start with what a comparison is not. A comparison in *this* class is:

* Not a paraphrase of each sentence of a page of the required readings and not even a summary of that page
* Not a formal English paper with specific requirements for number of quotations and your personal interpretation of those quotations
* Not a comparison of the sets of pages of the required readings

Instead you answer a very specific question by examining the beginning and end of a period of time or with some questions the beginning, middle, and end of a period of time. One of the hardest things for students to understand about history is that it what was true at the beginning of a time period can be amazingly different at the end of it—sometimes for the better and sometimes for the worse. History changes! If it didn’t, humans could never have a consequence on the present and future.

What makes history change is something worth noticing:

* If you want to survive *your* present
* Perhaps what is more important, if you want to try to maintain what is good in *your* present

You may examine how history changes in two ways:

* As a factually accurate summary of the essential facts about the earlier period (usually as in one paragraph) and another summary of the essential facts about the later period (usually as in a second paragraph) – a C grade
* As a factually accurate comparison where you identify two or three issues (with each issue usually in one paragraph) that are significant in both periods – a B or A grade depending on the examples used and interconnections shown

With both the two summaries and with the comparison, you are focusing on what you would teach other students to help them understand how history changed. If you want to *learn* something, try to *teach* it. Noticing history and how it changes does not require you to be a polished writer—and if you are inaccurate, being polished won’t help your grade at all.

# Why Is the Good Habits for Evidence Grade a Separate Grade?

As the syllabus says, the grades for Comparisons are split in two parts:

* One part of the grade for the Comparison itself
* One part for following the 5 Good Habits for Evidence that are introduced in Getting Started – with those points increasing with each Comparison (from 10 with the first Comparison to 20 and finally to 30) and with your earning the points only if you follow **all** 5 Good Habits for Evidence

The History Department approved this grading system as a trial method. The rubric and its grading system have two purposes:

1. To help students accomplish two things that the Department is required to do:

* Learn United States history accurately
* Gain practical experience in using evidence

1. To make it possible for all students to earn a decent grade even though some of them may begin their work in the course with little or no experience with:

* United States history
* Reading and writing about real things–such as history and biology and business

This course measures your work using the 5 Good Habits for Evidence. The 5 habits are the minimum you must have to succeed with evidence.

# How Can the Separate Grade of Good Habits for Evidence Help You Earn a Good Grade Whether You Do a Comparison or the Alternative Writing Assignment?

You can make a good grade and not write a comparison (an analysis). The rubric allows you to make good grade writing two factually accurate summaries. The key to high points for summaries is being accurate with each of the 5 Good Habits for Evidence when you write so you earn full points for the separate Good Habits for Evidence grade, with those points increasing with each Comparison.

### How Many Points Could You Make for 2 Accurate Summaries and Following All 5 Good Habits for Evidence?

This shows a copy of the ***Tip*** with each comparison. To earn these points, you must also do any specific parts of the assignment, such using primaries or writing the part on personal responsibility.

Notice that the points for the Good Habits for Evidence grade increase by 10 points each time—that increase means that C level summaries can be worth a **B by the last assignment.** That accounts for why you must be doing all 5 Good Habits for Evidence before the Major Comparison.

#### 44 points or more for 2 Accurate Summaries for the Introductory Comparison - If You Follow All 5 Good Habits for Evidence

With this one, 44 points is equal to a B+ because of the 20 points extra credit. Without it, 24 points out of 30 is a low B. The extra credit on this Comparison is meant to encourage students to deal with the Good Habits for Evidence on the first, practice assignment.

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| ***Tip:*** If you are concerned about writing a comparison, consider this approach with this 20-point assignment:   * Write two summaries that are factually accurate. The “C” column of the Good Habits for Evidence rubric shows this qualifies for a C (70%). * Be sure you follow all of the 5 Good Habits for Evidence (no marks in the “D” and “F” columns of the rubric). This qualifies for 10 points on this Comparison. * If you have no marks in the “D” and “F” columns of the rubric with this 1st Comparison, you qualify for 20 points extra credit.   14 For writing 2 factually accurate summaries – 20 points X .7 (C) = 14 if the lowest C and 15.9 if the highest  10 For following the 5 Good Habits for Evidence  20 Extra credit points for following the 5 Good Habits for Evidence on the 1st comparison  **44** |

#### 52 points or more for 2 Accurate Summaries for the Unit 1 Comparison - If You Follow All 5 Good Habits for Evidence

With this one, 52 points is equal to a C- out of 70.

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| ***Tip:*** If you are concerned about writing a comparison, consider this approach with this 60-point assignment:   * Write two summaries that are factually accurate. The “C” column of the Good Habits for Evidence rubric shows this qualifies for a C (70%). * Be sure you follow all of the 5 Good Habits for Evidence (no marks in the “D” and “F” columns of the rubric). This qualifies for 10 points on this Comparison.   42 For writing 2 factually accurate summaries – 60 points X .7 (C) = 42 if the lowest C and 47.9 if the highest  10 For following the 5 Good Habits for Evidence  **52** |

#### 62 points or more for 2 Accurate Peer Reviews - If You Follow All 5 Good Habits for Evidence

With this one, 62 points is equal to a C+ out of 80.

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| ***Tip:*** If you are concerned about writing a comparison, consider this approach with this 60-point assignment:   * Write two peer review forms that are factually accurate and useful to the other student. The more useful to the student, the higher the grade. * Be sure you follow all of the 5 Good Habits for Evidence and catch most of the students’ marks in the “D” and “F” columns of the rubric. This qualifies for 20 points on this Comparison.   42 For writing 2 factually accurate peer reviews – 60 points X .7 (C) = 42 if the lowest C and more if very useful  20 For following the 5 Good Habits for Evidence  **62** |

#### 72 points or more for 2 Accurate Summaries for the Major Comparison - If You Follow All 5 Good Habits for Evidence

With this one, 72 points is equal to a **B** out of 90.

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| ***Tip:*** If you are concerned about writing a comparison, consider this approach with this 60-point assignment:   * Write two summaries that are factually accurate. The “C” column of the Good Habits for Evidence rubric shows this qualifies for a C (70%). * Be sure you follow all of the 5 Good Habits for Evidence (no marks in the “D” and “F” columns of the rubric). This qualifies for **30** points on **this** Comparison.   42 For writing 2 factually accurate summaries – 60 points X .7 (C) = 42 if the lowest C and 47.9 if the highest  30 For following the 5 Good Habits for Evidence  **72** |

### What Would You Have to Do to Earn Full Points for the Separate Good Habits for Evidence Grade?

You would have to do all of these things—and they are all do-able:

* [Good Habit for Evidence 1: Reliable Sources Only](https://www.softchalkcloud.com/lesson/files/6THInBcJ4XmuMr/COM_GettingStarted3.html)  
  Said Bluntly: Only use sources your prof (or boss) asks you to use for everything below.
* [Good Habit for Evidence 2: Factual Accuracy That You Verify with the Reliable Source Before You Write](https://www.softchalkcloud.com/lesson/files/6THInBcJ4XmuMr/COM_GettingStarted4.html)  
  Said Bluntly: Only use facts that answer the question your prof (or boss) asked.   
  Verify each fact before you write.
* [Good Habit for Evidence 3: Factual Accuracy That Is Verifiable for Every Statement You Make](https://www.softchalkcloud.com/lesson/files/6THInBcJ4XmuMr/COM_GettingStarted5.html)  
  Said Bluntly: Only write statements backed by a specific page in a reliable source.   
  Verify each fact before you submit.
* [Good Habit for Evidence 4: No “Half-Copy” Plagiarism or “Patchwriting”](https://www.softchalkcloud.com/lesson/files/6THInBcJ4XmuMr/COM_GettingStarted6.html)  
  Said Bluntly: Don’t submit other people’s words as though you wrote them.   
  Reality: If you type (or copy and paste) an author’s words without both quotation marks and citation, you are claiming you wrote those words.
* [Good Habit for Evidence 5: Quotation Changes Revealed Clearly](https://www.softchalkcloud.com/lesson/files/6THInBcJ4XmuMr/COM_GettingStarted7.html)  
  Said Bluntly: Don’t change the meaning of other people’s words or make them look like they are grammatically incorrect.

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