

## Revision: Formal Written Assignments with the 3-Part Writing:

Although the names for assignments are the same as shown, the requirement that we go online changes this to using a method that has worked in Distance Learning classes.

- The benefit is that it is technically easier. If you can copy words into an email message and they are readable and you can send it successfully, you can use this Blackboard tool.
- The challenges we began before such as footnotes no longer apply. You have new (but simpler) instructions.

### Cautions:

- To see Part 1 (the Evidence Draft), you must have completed the 4 Evidence Quizzes. If you want me to reopen them, email me in Blackboard Course Messages.
- To see Part 2 (Fact Check), you must have done Part 1 **and** later **must** reply to the email I send with feedback.
- To see Part 3, you must have done Part 2.

The 3-Part Writing still allows you to **overwrite** a prior poor grade if you improve. (For details, see page 7.) It also still uses rubrics and the same primaries and secondaries throughout all 3 parts of the project:

- **First**, you write your **Evidence Draft** (50 points) according to the instructions— 1 page, simply written, with accurate, complete evidence and with exactly what you would have placed in footnotes instead being in ( ) following each fact. Then you “post” it in the discussion named Part 1 (Evidence Draft).  
**What Your Prof Will Be Doing:** While you are Fact Checking, I will be grading your papers. You see the graded rubric at My Grades. After I grade, I will also email you in **Blackboard Course Messages**. You **must** reply as it directs you to in that message before you can see Part 2. As always, phone conferences are available.
- **Second**, your **Fact-Checking** (100 points) of another student’s Evidence Draft. **Caution:** Only 1 person can Fact-Check a paper so work carefully but quickly: if another student posts a Fact-Check to a paper before you post, you will have to choose a different one.  
**When the 2 Part Closes, What Your Prof Does:** As before, you see the graded rubric at My Grades. As always, phone conferences are available.
- **Third**, your **Final Evidence Paper** (70 points) – 1 page, simply written but revised as needed according to your prof’s feedback (phone conferences available), and your Fact Checker’s feedback with accurate, complete evidence and with exactly what you would have placed in footnotes instead being in ( ) following each fact. As before, you see the graded rubric at My Grades. As always, phone conferences are available.

Part of the 3-Part Writing	Work Available	Discussion You Use	Last Time to Post	Points
Your Evidence Draft	4/1 12 :00 AM	Part 1: Evidence Draft	4/12 before 11:59 PM	50
Your Fact-Checking another student’s Evidence Draft	4/14 12:00 AM	Part 2: Fact Check – <b>Tip:</b> the posts from Part 1 will be in there.	4/21 before 11:59 PM <b>Caution:</b> only 1 person may Fact Check a paper	100
Your Final Evidence Paper	4/23 12:00 AM	Part 3: Final Evidence Paper	4/30 before 11:59 PM	70

## From the Syllabus

### Page 7 Revision: Writing Work as a Ladder to Practice Writing with Evidence

Think of this course as providing a **ladder** to practicing evidence skills. You can practice higher skills until those skills are a **habit** for you. We focus on **5 Good Habits for Evidence**—5 habits that **help you** not only **succeed**, but also **prevent problems**. If you do not do well on those habits with the first part of the 3-Part Writing, but you do succeed with the later assignments, then at the end of the term I **overwrite** that **lower** grade. For this to happen, you must:

- Have met **each** requirement in the directions
  - for the **earlier** part or **parts** where you were not successful
  - as well as for the part that you believe shows you have changed
- Have used the feedback to change and/or asked for help such as a phone conference.

## From the Requirements for Your Paper

### Required Rubric Used in Grading

Quick points about the rubric:

- This is the 50-point rubric for the Evidence Draft. Unless some problem shows up, the one for the Final Evidence Paper will be the same but on a 70-point scale.
- The rubric when created in Blackboard will not have color, and the layout will be slightly different.
- Notice the rubric shows you that if you do **not** meet the requirements you will get an F or a D. **Why?** Because you did not write a paper meets the History Department's requirements. It is not a **history** paper.
- I marked in yellow a section that is not corrected. I have to renumber the Requirements to match **these** instructions.

5 Good Habits for Evidence		Content		
F-Level Problems (24.5>)	D-Level Problems (29.5>)	C (34.5>)	B (39.5>)	A (44.5>)
<p>WHEN READING:</p> <ul style="list-style-type: none"> <li>• Used an unreliable source or a fact not on the cited page (Habit 1)</li> <li>• Assumed or used incorrect or incomplete sources (Habit 2).</li> </ul>	<p>WHEN READING:</p> <ul style="list-style-type: none"> <li>• Misread or read passively or did not cite or cited incorrectly (Habit 2)</li> <li>• Made errors such as embellishing or cherry-picking facts (Habit 3).</li> </ul>	<p>WHEN READING:</p> <p>read the content, but did not analyze or focus on providing a post useful to others.</p>	<p>WHEN READING:</p> <p>accurately read most content and analyzed partly, but did not focus on providing a post useful to others.</p>	<p>WHEN READING:</p> <p>accurately read all content and analyzed it to provide a post useful to others.</p>
<p>WHEN WRITING:</p> <ul style="list-style-type: none"> <li>• Wrote assumptions or did not answer all parts (Habit 2)</li> <li>• Used "" inaccurately and changed the author's meaning (Habit 5-F, a more serious problem).</li> </ul>	<p>WHEN WRITING:</p> <ul style="list-style-type: none"> <li>• Wrote passively (Habit 2)</li> <li>• Plagiarized or did "half-copy" plagiarism (Habit 4)</li> <li>• Used "" inaccurately and made the author's writing grammatically incorrect (Habit 5-D).</li> </ul>	<p>WHEN WRITING:</p> <p>mainly summarized some facts.</p>	<p>WHEN WRITING:</p> <p>revealed the content but only used a few representative examples.</p>	<p>WHEN WRITING:</p> <p>clearly revealed the content and used several representative examples.</p>
<p>REQUIREMENTS: Did not do requirements for Parts of Your Post (1, 2, 3, 4, 5, 6, 7), for Sources (1a or 1b, 2), or for Citation (1, 2, 3a or 3b or 3c, 4, or 5a or 5b).</p>	<p>REQUIREMENTS: Did a few.</p>	<p>REQUIREMENTS: Did some.</p>	<p>REQUIREMENTS: Did most.</p>	<p>REQUIREMENTS: Did all exactly.</p>
<p>MECHANICAL ERRORS: Did many.</p>	<p>MECHANICAL ERRORS: Did several.</p>	<p>MECHANICAL ERRORS: Did 3 or more.</p>	<p>MECHANICAL ERRORS: Did 2 or more.</p>	<p>MECHANICAL ERRORS: Did no more than 1.</p>

## Why All This about Requirements (sometimes called prerequisites)?

First, a look at the words:

- Requirement: “something **essential** to the **existence** or occurrence **of something else**”
- Prerequisite: “something that is **necessary** to an end or to the **carrying out** of a function”

From [Merriam-Webster Online](https://www.merriam-webster.com/) Link Address: <https://www.merriam-webster.com/>

The core of these words is you **cannot** have something **without** that something having something else:

- You may have turned in interesting paper that got applause before (and that was great)
- But it is not a **history paper** unless you meet the **requirements/prerequisites for a WCJC history course**:
  - primary sources
  - reliable secondary sources
  - accurate citation
  - a developed argument (in the common sense term, figuring things out)

The syllabus covers these History Department requirements and, as I currently understand it, the source of those requirements is the Texas Master Syllabus (now my name for this may not be right).

From what I know about not just the discipline of history but figuring things out on a job and for life decisions, the requirements and this experience are in your interest.

Texas also requires that writing work is **30%** of your **letter grade for history courses**.

- That 30% of your letter grade means I am doing everything I can to get you to notice that a **history paper is different** because it has **different requirements/prerequisites**.

**Personal Comment:** Why all this stuff about Requirements? This is my desperate attempt to try to help you.

**Page 7 Revision:** To help students persist with the Writing, Unit 3 Video becomes a grade for Persistence with trying to write. **Our kind of writing** is really **figuring something out**—and figuring things out is a **work place and a life skill**. Trying to write is what lets you learn how write. Persistence: If you try Part 1, 10 points; Parts 1 and 2, 15 points; Parts 1, 2, and 3, 20 points).