

## How to Do the 3 Parts of the Writing Assignment

**Tip:** Read the table of contents (clickable). Notice there is an equivalent set of information for **each** part. For **each** Part:

1. Do the work for the 1<sup>st</sup> Part **following the information in order**.
2. When it is time to do the **next Part (whether the 2<sup>nd</sup> Part or 3<sup>rd</sup> Part)**, **come back to these** instructions for that Part.
3. **If you need help, ask.**

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**Caution:** Why Do You See No Postings in the Discussion and Where Do You See Everything You?

Blackboard has several types of discussion. One requires that you make an initial post before you can see other's posts. The discussion for Your Paper is that kind of posting.

You must 1<sup>st</sup> post your paper before you can see other students' papers. That means you want to write that paper as carefully as possible and that means you need to work in the folder with the instructions and the primaries.

**Caution:** Some of the Parts Stay Open Longer Than 11:59 PM

For the timing and the reason, see the List of Due Dates.

**Part 1: Your Paper** --Method, Requirements, Citation, Background, Rubric, and Grading (100 Points – 50 for Content and 50 for the 5 Good Habits for Evidence)

What Does Your Instructor Recommend As a Method to Do This Assignment?

Read and plan carefully, being sure to record the exact page numbers as you plan so you can cite following the citation instructions in this link. Copy the questions below into your word processor file and add a blank line between each paragraph, with 3 short paragraphs being typical (with each paragraph covering a major issue you believe answers the questions). Type your answers and use the word processor's word count feature to be sure you are within the maximum word count. Also run spell and grammar checking. **Tip about the word-processor:** You can use any word processor that you have been able to use to compose a Learning Discussion and then copy and paste it into the posting. You also need to run spell and grammar checking.

Print it and proof it. To proof means to compare side by side your paper and your source to be sure page numbers and facts and names and quotations and **everything** is correct.

When you are sure you are accurate, create a post in the 3-Part Writing Assignment. Then copy and paste your file into it. **Tip:** If you do not know how to post in a discussion, use Blackboard's instructions. You can find Blackboard videos in a folder in Blackboard Help at the bottom of the Course Menu.

What Are Essential Requirements for Parts of Your Post from Possible Questions to the Subject Line of Your Post?

Do **each** of the requirements (numbered in the left column).

1	2 Possible Questions to Answer	<p>You are to talk about servitude: "a condition in which one lacks liberty especially to determine one's course of action or way of life." In this era in Virginia, servitude was:</p> <ul style="list-style-type: none"><li>• Either slavery (lifetime bondage)</li><li>• Or indenture (bondage for a period of years with a possible promise of land at the end of service and something that in <b>early</b> Virginia happened to blacks <b>and</b> whites)</li></ul> <p><b>You have a choice:</b></p> <ul style="list-style-type: none"><li>• What do Americans need to know about how <b>black</b> servitude changed <b>before and after</b> 1660 in Virginia?</li><li>• What do Americans need to know about how <b>white</b> servitude changed <b>before and after</b> 1660 in Virginia?</li></ul>
2	Required Primaries and Secondary Sources for	<p>Covered under the heading below.</p> <p>Use <b>no</b> other pages and <b>no</b> other sources—and certainly <b>not</b> your memory.</p>

	Each Primary	
3	Citation	Covered under the heading below.
4	Format	<b>Please</b> do not try to do format within the Discussion Tool. The only format that works successfully is a blank line between paragraphs and perhaps italic or bold for a word if grammatically correct to do that italic or bold.
5	Length	400 words absolute <b>maximum</b> – <b>Less</b> is better.
6	Punctuation	Make sure it is accurate, especially if you are quoting something. Keep it simple by using this <a href="#">Brain Trick</a> (This link goes to the bottom of this webpage.)
7	Subject Line of Your Post - <b>This is part of the grade.</b>	<p>Click <b>Create Thread</b> in the discussion to create a post with this subject line:</p> <ul style="list-style-type: none"> <li>• Either <i>Your Name</i> – What do Americans need to know about how <b>black</b> servitude changed <b>before and after</b> 1660 in Virginia?</li> <li>• Or <i>Your Name</i> – What do Americans need to know about how <b>white</b> servitude changed <b>before and after</b> 1660 in Virginia?</li> </ul> <p>Example: <b>if</b> your name is Ana Joy <b>and if</b> you chose to examine <b>white</b> servitude, your subject line is: Ana Joy– What do Americans need to know about how <b>white</b> servitude changed <b>before and after</b> 1660 in Virginia?</p>

Required Sources: [Primary and Secondary Sources \(Both Textbook Pages and Video Sections\) for Each Primary](#)  
This link is **highly** recommended to help you think in a common sense way about change by noticing what is scarce and what is surplus. You may cite from it. If you do want to cite from it, press Ctrl-P to determine the approximate page number of what you want to cite and then use the citation Scarcity and Surplus, p. #. To see if it helps you, click [here for Scarcity and Surplus](#). Link Address:

[http://www.cjbibus.com/1301\\_Unit\\_1\\_Lesson\\_2\\_Scarce\\_Surplus\\_Anthony\\_Johnson\\_to\\_Bacons\\_Rebellion.htm](http://www.cjbibus.com/1301_Unit_1_Lesson_2_Scarce_Surplus_Anthony_Johnson_to_Bacons_Rebellion.htm)

You should read **all** of the textbook pages, and you must cite **at least one textbook page** for **each** primary. You should watch all of the parts of the Video revealed by the search words, and you must cite **at least one transcript number** for **each** primary.

Notice that what you choose to write about determines which primaries and secondaries you use:

- If you are writing about **black** servitude, you use **a** and **c** below, including its required textbook pages and video content.
- If you are writing about **white** servitude, you use **b** and **c** below, including its required textbook pages and video content.

	Primary You Are Using	Page Numbers from <i>American Pageant</i>	Video Search Words
1	a. Anthony Johnson -Primary 1 (about black servitude)	53 - Look for “A few of the earliest African....” <b>Tip:</b> Among the earliest was Anthony Johnson who arrived in 1621.	Anthony in all 4 locations
	b. Richard Lowther - Primary 1 (about white servitude)	51 -For the years <b>after</b> men like Lowther in <b>1627</b> , look at the top of the page for “indentured servants” and the bottom of the page for:	Anthony in the earliest locations (covers all workers)

		<ul style="list-style-type: none"> <li>Landless freemen being “disenfranchised” in 1670 <b>Tip:</b> taking away the power to vote</li> <li>Bacon’s Rebellion.</li> </ul>	
2	c. Laws about Slaves and Indentured Servants - Primary 2 (about both)	<p>51 – For white former indentured servants who were landless, notice “disenfranchised” in 1670</p> <p>53 – For black servitude, look at the bottom of the page for “Beginning in Virginia in 1662 ...slave codes....”</p>	Bacon

### What Are Requirements for Citation for Your Paper That You Post?

*Chicago Manual of Style* is the method used in history. Endnotes or footnotes make citation always available but not intrusive in the text because you only show the number of the endnote in the text. The problem is that endnotes are confusing in the discussion postings.

Given that, we follow the proverbial “**spirit of the law**” of *Chicago Manual of Style* but not have confusion from the method, we do these **very** brief citations in your text. Notice that there are 3 citations with the Anthony Johnson primary because the online source displays small parts of content on 3 different screens.

	What You Want to Cite	Example of How to Cite Immediately After Your Fact
1	If the fact is from the textbook <i>The Brief American Pageant</i>	(Pageant, #)
2	If the fact is at a specific starting location (transcript #) in the video <i>Settling the Southern Colonies</i> , the required video	(Settling, 14:00) <b>Tip:</b> The video also contains brief instructions for seeing what you want.
3	a. If the fact is from Anthony Johnson – opening screen <b>Tip:</b> about 1621 to 1670. This is a secondary.	(Johnson, 1)
	b. If the fact is from Anthony Johnson – Court document regarding Anthony Johnson <b>Tip:</b> about 1670. This is a secondary.	(Johnson Court, 1)
	c. If the fact is from Anthony Johnson – a link with text – <b>Tip:</b> about 1670. This is a primary.	(Johnson Court text, 1)
4	If the fact is from Richard Lowther, website text	(Lowther, 1.)
5	a. If the fact is from Laws about Slaves and Indentured Servants, website text ( <b>Tip:</b> Use this one or the one below it—whichever is the easiest one for <b>your</b> brain to read.)	Since it is multi-page, press Ctrl-P to determine the page where your fact is located. Laws, website text, #.
	b. If the fact is from Laws about Slaves and Indentured Servants, bulleted text ( <b>Tip:</b> Use this one or the one above it—whichever is the easiest one for <b>your</b> brain to read. I made this one because this method is one of the brain tricks I use to figure things out.)	Since it is multi-page, press Ctrl-P to determine the page where your fact is located. Laws, bulleted text, #.

Click [here If You Want to Know MORE about Why We Use These Shortened Citations](#) (This link goes to the bottom of this webpage.)

### What Is Essential Background for Success with These Primaries?

Let go of your biases and assumptions. Study the map as though you were alive then and your future was at stake. Use the link at the top of the folder and ground yourself in math.

**Tip:** This [link defines the words \*primary\* and \*secondary\* history or covers History Department's requirements for all instructors](#). Save yourself from unnecessarily low grades by understanding these words and these realities.

### What Is the Rubric Used to Measure Your Content and Your Following the 5 Good Habits for Evidence?

What is a rubric? *Merriam-Webster's Online Dictionary* defines a rubric as "a guide listing specific criteria for grading or scoring academic papers, projects, or tests." Frequently, rubrics are in a table:

- With a row for levels of achievement
- With columns for each grade level (such as this one with columns for "F" through "A.")

Click [here for an explanation of the rubric](#). **Tip:** it has the same evidence issues as the rubric used for Unit Study Terms. Link Address: [http://www.cjbibus.com/Good\\_Habits\\_for\\_Evidence\\_Rubric\\_DL.pdf](http://www.cjbibus.com/Good_Habits_for_Evidence_Rubric_DL.pdf)

### How Does Grading Work?

For this assignment, I email my graded rubric to you and your marked paper. After you reply to my feedback, I enter the grade at My Grades. The point value is @ 50 points for content and @ 50 points for following all 5 Good Habits for Evidence.

The method of grading is intended for the paper not to hurt your average while making sure that you have a chance to know any habits you have that might hurt your future.

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## Part 2: 2 Peer Reviews—Definition, Method, Requirements, Rubric, and Grading (80 points—so 20 for Content and 20 for the 5 Good Habits for Evidence for **each** one)

### What's a Peer Review?

[Merriam-Webster Online](#) defines 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."

In this course, you all can practice the skills needed to act like expert—and to make decisions that protect yourself and to get and keep a good job. In today's world, we all have to learn to be experts about something. It is possible for you to think like an expert in this course:

- Because you must **all** use the same sources
- Because you **all** must cite **all** statements
- You read the others' original posts and chose the 1st post you want to review for content and for following all 5 Good Habits for Evidence.

**Caution:** Do it thoroughly but choose quickly because the **maximum number of countable replies to one person's post is 2**. If you post after the 2nd person has already posted, yours will not be counted and you will have to do another. **Tip:** Because of the 2 maximum limit, it is probably safest to choose one that **no** one has reviewed yet.

### What Does Your Instructor Recommend As a Method to Do This Assignment and What Are Its Requirements?

Look at the rubric before you start work and notice that you only earn 1.11 points for saying "good job, I enjoyed it."

Use part of the **same** method that you used with your own paper:

1. Print the other student's paper and proof it. To proof means to compare side by side your paper and your source to be sure page numbers and facts and names and quotations and **everything** is correct.
2. Mark anything that is incorrect that you need to include in your peer review and mark any good things (such as following a Good Habits for Evidence that the student has done as well).
3. You evaluate the other student's paper on the **same** requirements you followed for sources, questions, format, length, and punctuation.
4. When you are sure you are accurate, return to the discussion. **Tip:** If you do not know how to reply in a discussion, use Blackboard's instructions. You can find Blackboard videos in a folder in Blackboard Help at the bottom of the Course Menu.

<p>Subject Line of Your Post- <b>This is part of the grade.</b></p>	<ol style="list-style-type: none"> <li>1. Click on the paper posted by a student. (Choose 1 that has not been reviewed or a least has only 1 review.)</li> <li>2. Click <b>Quote</b> to create a reply that contains the student's paper.</li> <li>3. Change the Subject line to this: <i>Your Name – My Feedback to Help Your Content and Evidence</i></li> </ol> <p>Example: if your name is Ana Joy, your subject line is Ana Joy– My Feedback to Help Your Content and Evidence</p> <p><b>Caution:</b> Notice that Subject line. Feedback is about historical content and the 5 Good Habits for Evidence, <b>not</b> about grammar or punctuation or your view of style.</p> <ol style="list-style-type: none"> <li>4. In the student's paper, click your mouse on the <b>spot</b> where you want to give feedback by doing these thing: <ul style="list-style-type: none"> <li>• Make a blank line.</li> <li>• Type an opening square bracket [ and then your feedback and then a closing square bracket ].</li> <li>• Make another blank line</li> </ul> </li> </ol>
	<p><i>Example:</i> If your colleague in the class cited page 30 for a statement, but you found that fact on 29, you could write just below the citation for page 30</p> <p>[Page should be 29.]</p>

### What Is the Rubric Used to Measure Your Peer Review of the Papers of 2 Other Students and Your Following the 5 Good Habits for Evidence

Click here for the [rubric used to measure the 2 Peer Reviews](http://www.cjbibus.com/Rubric_for_Peer_Reviews.PNG). Link Address:  
http://www.cjbibus.com/Rubric\_for\_Peer\_Reviews.PNG

You review 2 (and only 2) papers posted by other students only on these 2 things

1. Content (historical content as measured by what is supported by a specific page in our textbook or in resources provided by the instructor)
2. Evidence (use of evidence as measured by the 5 Good Habits for Evidence)

**Caution:** This rubric also says that you need to participate from the beginning. If your work is in the last two days, your points will be lower.

### How Does Grading Work?

For your two replies of peer reviews, I enter the reviews in an overall Blackboard Discussion rubric. For **each** of the 2 peer reviews, the point value is @ 20 points for content and @ 20 points for following all 5 Good Habits for Evidence—or

a total of 80 points

**Part 3: Replies to Each of the 2 Peer Review(s)**—Definition, Method, Requirements, Rubric, and Grading (40 points - If 1 reviewer, 20 for Content and 20 for the 5 Good Habits for Evidence; if 2 reviewers, 10 and 10)

What's a Reply?

[Merriam-Webster Online](https://www.merriam-webster.com/dictionary/reply) defines a reply as “a thorough response to all issues, points, or questions raised.” (URL: Click <https://www.merriam-webster.com/dictionary/reply>)

What Does Your Instructor Recommend As a Method to Do This Assignment and What Are Its Requirements? Look at the rubric before you start work and notice that you only earn 1.11 points for saying “thank you for your help.” Saying thank you is appropriate, but you also have to show that you paid attention to any evidence the peer reviewer gave:

- About your content
- About your following the Good Habits for Evidence

Use part of the **same** method that you used with your own paper:

1. You have a print of your own paper and either mark on it every place that the peer reviewer wrote something or print the peer reviewer's post.
2. Compare each place the reviewer said something with what you actually said and what the source for that place said. Proof it. To proof means to compare side by side your paper and your source to be sure page numbers and facts and names and quotations and **everything** is correct.
3. Do the steps above with the 2<sup>nd</sup> peer review of your work.
4. When you are sure you are accurate, return to the discussion. **Tip:** If you do not know how to reply in a discussion, use Blackboard's instructions. You can find Blackboard videos in a folder in Blackboard Help at the bottom of the Course Menu.

<p>Subject Line of Your Post- <b>This is part of the grade.</b></p>	<ol style="list-style-type: none"><li>1. Click on the peer review.</li><li>2. Click <b>Quote</b> to create a reply that contains the peer reviewer's comments.</li><li>3. Change the Subject line to this: <i>Your Name – My Reply to Your Peer Review</i></li></ol> <p>Example: if your name is Ana Joy, your subject line is Ana Joy– My Reply to Your Peer Review</p> <ol style="list-style-type: none"><li>4. In your paper with a peer reviewer's comments, click your mouse on the <b>spot</b> where you want to respond to the peer reviewer's feedback by doing these thing:<ul style="list-style-type: none"><li>• Make a blank line.</li><li>• Type an opening square bracket [ and then the word <b>REPLY:</b> and then whatever you need to say and then a closing square bracket ].</li><li>• Make another blank line</li></ul></li></ol>
	<p><i>Example:</i> If the person who peer reviewed your paper said your citation of page 513 should have been 519, but you double-checked and the fact you were using does start on 513 and 519 is something different than what you were saying. In that case, you could write just below what the peer reviewer wrote:</p>

[REPLY: Hi, I did double-check and 513 is the page where this specific issue starts. Page 519 is about a later issue than what I was writing about.]

### What Is the Rubric Used to Measure Your Replies to the 2 Peer Reviews of Your Papers

Click [here for the rubric used to measure the 2 Replies](#). **Tip:** These 3 rubrics continue to use the same phrases because each of the 3-Parts is asking you to use the Good Habits for Evidence. Link Address:

[http://www.cjbibus.com/Rubric\\_for\\_Replies\\_to\\_Peer\\_Reviews\\_DL.pdf](http://www.cjbibus.com/Rubric_for_Replies_to_Peer_Reviews_DL.pdf)

### How Does Grading Work?

The rubric for the Replies was created within Blackboard's Rubric tool as was the Rubric for Peer Reviews. As I currently understand it, I cannot have two rubrics attached to the same discussion.

The solution is to email you the URL to the Rubric for Replies (same as the URL above) and state which column I would have marked. If there was some problem, I am specific—but I have found that by the end of the 3-Part Writing most students understand a lot more about evidence as it applies to history and to work and to life.

In the crowded rush ending the semester, I also enter the grades for the Replies without waiting for you to say you read the feedback. Certainly, if you have questions, I will be glad to provide details.

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## Resources Available on This Webpage

### If You Want to Know MORE about Why We Use These Shortened Citations

The reasons are:

- All of your written assignments are brief and have a maximum word count. If you used traditional MLA citation which is written **inline** (within your lines of text), you would use up your word count much faster. You could end up with a paper that says little but is full of lots of long citation.
- History's standard, the *Chicago Manual of Style*, provides rigorous citation, but not inline. Instead, it uses endnotes (citation at the end of the paper) or footnotes (citation at the bottom of the page) to provide citation.

In other words, **citation is there but it is not in the way of communication of the history**. The citation is **not** written within your lines of text because of how historians write about history.

- They are helping people understand the past.
  - That is your job in this course as well. Why? When you try to help someone understand history, you start to understand it yourself. If you want to understand something, try to teach it.
- In this class, you use these shortened citation format so that citation is as unobtrusive as possible.

### Brain Trick for Quoting and Avoiding Quotation Humiliation

Click [here for additional tips](#). (This tip is also available from the tutorial at the top of Evidence Requirements.)

The rules for showing what you have taken out (...) of the author's words or put in ([ ]) are complex and for most of us they are **not** worth learning.

This **brain trick lets you be accurate but avoid learning those rules:**

1. Choose 3 to 6 words to quote and change nothing (not an *ing* or an *ed*, not a comma, nothing) between the first and the last word.
2. Put a “ **before** the first word and a ” **after** the last word.
3. Place those words with the “ ” within your sentence.
4. **If something sounds awkward about your sentences, then change *your own words***—the only words *you* have a right to change.
5. Look at all of the words in the source. Be sure the meaning of the source remains in your quotation.

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