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Background Sections that Helped Students in the Past

A Brief Guess about Why

Before instructors graded this way without having to work at it. What may be different:

- Few sources in local library to copy/read from
- No Internet to easily copy/read from
- Segregation of smartest women—those who wanted to think about their disciplines_in the public high school
- And there is more

Experts and the 5 Good Habits for Evidence

http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm

Why Does WCJC Assign History (and other disciplines) Critical Thinking and Use of Evidence (Including Primaries)

If the writer/speaker	Would a teacher expert in composition notice?	Would a boss who pays you who is expert in the business notice?	Would a upper-level professor who can write a letter of reference for you and who is expert in the discipline notice?	Would an instructor using my method notice?	Will you notice if you use my method with peer review or your own papers or trying to do well on a job or decision?
GH1: used reliable source					

GH2: used a source page that fits the question					
GH3: proofed every rigorously					
GH4: plagiarized or "half-copy" plagiarized					
GH5: changed the meaning of the author or made the author look incompetent with language					

Jobs You Do: the Test (Do not look at the paper yet)

Today you return everything I hand you. I will return your paper after I look carefully at your form on Friday 3/2 (no class that day)

Your scantron and the keys

Notice: The deal—the incentive--I offer for change

Jobs You Do: Introduction to Endnotes and How What I Was Trying to Show You With My Marks about Citation

A quick Demonstration of the magic of Endnotes

There are YouTube videos for endnotes in the instructions for endnotes for your paper. See Required Writing and then the assignment.

I will provide there an= sample of endnotes where you can see the things I demonstrated.

Jobs You Do: How to interpret the marks on your paper – I read them 3 times at a minimum.

Issues about the Paper

On your paper

- Highlighted colors - 1 color for quotations (and when underlined for plagiarism) and 1 color for citations
- Handwriting – for you but also for me (why?)
- Grammar and mechanics – you can succeed without these, but you will be safer if you have these basics
- The rubric and points I'll explain next.

Why Are Words in My Paper Highlighted in Pink or Blue? (And when my blue died I had to use orange)

It means nothing negative. I read all papers at **least 3** times. 2 of the times are when I highlight:

1. Anything you put in "" I highlighted with pink
2. Any citation I highlighted with blue

Why Are Words in My Paper Underlined in Pink or Written in Blue?

It means a problem. I used these colors this way:

- If you had words that you **should** have put in "" I underlined in pink
- If you had a statement of fact that **should** have had citation, I **wrote a circle** and frequently wrote **cite** on the paper and F3 beside it and underlined F3 in the "F" Paper column of the rubric and it means:
3. Did not cite accurately and according to the directions.

Why Do You Write a Letter Plus a Number Next to Lines of My Paper?

My best ideas come from my students. I had a student say to me "you tell me what I am doing wrong the rubric" but you are "not telling me how to do this right." I realized that I could stick in front of the error the # of the Good Habit that would prevent that problem.

If, for example, I write **F3** beside a line of words in your paper that means:

- That is a serious enough error to cause an "F" letter grade (or get you **Fired** from a good job)
- But, if you click on Good Habits for Evidence **3** in the tutorial at Evidence Requirements, you can find habits—ways to work—that will prevent that serious error that can cause an "F."
(If you want more help than the Good Habits for Evidence tutorial, just ask. I am glad **to invest in each one** of you.)

Why Are My Words Underlined in Pink and Why Is D4 Beside That Line?

D4 is in the "D" Paper column of the rubric and it means:

4. Plagiarized or did "half-copy" plagiarism (also called "patchwrite").

The best thing to do is to click on Evidence Requirements and then scroll to the bottom to:

- This heading - Reference: Pages 744-747 The Bedford Handbook on the Chicago Manual of Style - the standard for history.
- This file - Hacker_page746_Half-CopyPlagiarism_explained_with_examples.pdf

At the top of 746, it states that "half-copy" plagiarism can be:

- "mixing the author's words with your own without using quotations marks"
- "plugging your own synonyms [or what you think are synonyms] into the author's sentence structure"

I will make a color-coded version of this as quickly as I can.

Guys, if you have been taught how to things to get past a plagiarism checker, that doesn't make it useful for your life. No one will pay you just to move words around.

If you compare the words that you wrote in the paper and that I underlined in pink with the words in the primary or textbook, you probably will see what I mean easily. If you do not see it, then we can talk. If you use the words I underlined in pink without quotation marks and if the expert has the source, **they will call it plagiarism or at a minimum dangerous carelessness.**

Jobs You Do: Marking the Form and Doing Things for Your Future

1. Re your paper, what I recommend you do if you do not understand?

See me. Let me talk you through it. Let me answer questions. If you want, let me talk tips for YOU specifically.

Just to make this blunt, my view of you guys

My experience is that students do not fail at accuracy because they are not capable. It is because they have habits that guarantee their failure.

Note: Some of you already did beautifully so this does not apply to you. If you got at 24.9 on Good Habits for Evidence, do notice the error/habit that is a danger to you.

For the rest of you: You can change your habits—and, my own experience says, have your brain work better for you.

2. Fill this out correctly by noticing what I marked beside a sentence on your paper AND on the rubric on your paper.
My rubric number for an error matches the number of the habits that will stop the error.
3. The deals—the incentives—I offer for you to change:
 - If you put an X below correctly, then you get the full 25 points for Good Habits for Evidence for this writing. I will check carefully this next Friday so be careful.
I highly recommend that you:
 - a. Compare your writing with the print of the page you used.
 - b. If you do not see the problem, ask me in class during the time allotted or anytime I have office hours.
 - If you change your habits with the Paper (the big 100 point assignment), then I will replace the letter grade for content for this with the equivalent letter grade.

Example of what you do below.

If You Made a 0 on the 5 Good Habits for Evidence, to earn full points mark each Habit (yellow box) that you need to change and mark EITHER a) OR b) in yellow below:

a) I understand the rubric and the notes on the paper.

b) I will talk with my instructor so I understand.

Directions: If a # is underlined in the rubric, put an X below.
The **number of the error** = the **number of the habit to prevent that error**. Most habits are from my 4th grade teacher.

Example: If your instructor underlined 1. Used an unreliable source on your rubric, you put an X beside **Habit 1** below. You also **must** go look at Habit 1's preventions. I am also glad to help each of you. **Tip:** It is in Evidence Requirements OR click [here for the Evidence Tutorial](https://www.softchalkcloud.com/lesson/serve/6THInBcJ4XmuMr/html) (URL: <https://www.softchalkcloud.com/lesson/serve/6THInBcJ4XmuMr/html>)

	Habit 1. Reliable Sources Only
	Habit 2. Factual Accuracy That You Verify with the Reliable Source Before You Write
	Habit 3. Factual Accuracy That Is Verifiable for Every Statement You Make
	Habit 4. No "Half-Copy" Plagiarism or "Patchwriting"
	Habit 5. Quotation Changes Revealed Clearly

Specifics about this Content

Basic Bad Habits That Led to Your Problems (Change for Your Future

1. Tricked yourself because you did not look up words. Never assume.

History I Examples	History II Examples
direction banished established rant	archconservative laborer striker rioter

2. Tricked yourself because you did not notice order of events. (It matters who hits whom first.)

History I Examples	History II Examples
If anyone in the class asks for this, I will type it here.	If anyone in the class asks for this, I will type it here.

The Rubric and Your Graded Paper

Note:

- If you have marks in the “F” and/or “D” columns, the highest you could make is 15, a D. BUT see the offer in the incentive section above
- The 15 + that full 25 for the Good Habits for Evidence = 40, a B (80% of 50 = 40)

Name _____ *1st Primary Writing* _____ out of 25points for content. Its Good Habits for Evidence _____ out of 25.

Requirement	"F" Paper Criteria	"D" Paper Criteria	"C" Paper Criteria	"B" Paper Criteria	"A" Paper Criteria
Reading FOR Evidence (60%)	1: Used an unreliable source. 2: Used an incorrect or incomplete part of the source required for the question asked. 2&3: Assumed.	2: Misread or read passively. 3: Made errors such as cherry-picking facts or embellishing facts.	Accurately read the parts, but did not try to evaluate or to synthesize the interconnections.	Accurately read the parts and analyzed each one. Tried to evaluate and synthesize interconnections.	Accurately read the parts and analyzed each one. Evaluated and synthesized the interconnections.
Writing WITH Evidence (30%)	2: Did not answer all parts of the question. 2&3: Wrote assumptions. 3: Did not cite accurately and according to the directions. 5. Used "" inaccurately and changed meaning.	2. Wrote passively. 4. Plagiarized or did "half-copy" plagiarism (also called "patchwrite"). 5. Used "" inaccurately, including making the author's sentences look grammatically incorrect.	Only summarized separately each of the parts of the question, but did not cover interconnections.	Revealed each part and covered some interconnections. Provided few examples.	Understood each part and revealed the parts' interconnections. Provided clear and representative examples.
Following Directions for Evidence (5%)	Did not follow directions above or with the questions (such as maximum length).	Did not follow directions.	Followed the directions.	Followed the directions carefully.	Followed the directions exactly.
Mechanics (Language and Punctuation) (5%)	Many mechanical errors.	Several mechanical errors.	Two or more mechanical errors.	One or more mechanical errors.	No more than one minor mechanical error.

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Grade for its Good Habits for Evidence:
 * 0 = If **any** marks in "D" or "F" columns
 * full points = If **no** marks in "D" or "F"

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Grade for the content: If you made a "C" or "B" or "A," you also had **no** marks in the "D" or "F" columns. You also earn full points for the Good Habits for Evidence.