

Requirements for the Evidence Draft (1st Part of the 3-Part Writing)

Read This First: To try to help you make the transition from the old plan to the new plan:

- You are **not** using footnotes. **But** you still use the exact words for citation that are provided on this webpage, and you are still putting the citation immediately **after** the fact you are citing. They are in parentheses ().
- You are not submitting a file to Turnitin or Blackboard’s equivalent. **But** you copy and paste the contents of your file into a Blackboard discussion post. **Tip:** That is technically equivalent to copying into an email. It’s easy.

Clickable Table of Contents (**Caution** & **Tip**: Every source listed here is **in** this folder. Use them.):

1. Requirements for Your Post: Required Subject for Your Paper	1
2. Requirements for Your Post: Initial post and Why Requirements? < Caution : Use video at top	2
3. Requirements for Your Post: Format (Caution & Tip), Maximum Word Count, and Punctuation for Readability....	2
4. Recommended Source to Use Before You Read the Other Sources + 1 Requirement	3
5. Required Primaries and Their Textbook Pages – Additional Caution about 268 and Tip about 572	3
6. Required Background and Their Required Textbook Pages and Video, and Recommended Map	4
7. General Requirements about Citations for Primary and Secondary Sources	4
8. Required Citations for Primaries	4
9. Required Citations for Required (First 3) and Recommended (Last 3) Secondaries	4
10. Requirements for Your Post: Requirements about the Subject Line (a GRADE Issue)	5
11. Required Rubric Used in Grading – New Caution in the Rubric	5
12. Reminder of Requirements for Using Another’s Words in Your Writing.....	6

1. Requirements for Your Post: Required Subject for Your Paper

Tip: See the discussion **What does the paper look like?** It shows you a fill-in-the-blank sample of a paper consisting of four paragraphs. You do **not** have to write your paper this way, but it is a **safe** way. I have used it (or a 3-paragraph model) to write **about anything real** from college in-class answers to a memo to a boss or customer.

Using the sources, teach essentials of global trends and US foreign policy toward its Latin American neighbors.

You are examining two US foreign policies using 2 primaries and textbook pages:

- President Theodore Roosevelt’s Corollary to the Monroe Doctrine (1903).
- President Franklin D. Roosevelt’s Good Neighbor Policy (1933, but explained in detail in a speech in 1936)

Foreign policy is rarely just the creation of a president or of a specific event a president was trying to cope with. It also reflects what the world beyond the US is also doing and what the US needs beyond its handling of that specific event. For this, you use a video and textbook pages and, if you want, a map of the Caribbean in TR’s time or FDR’s time.

You can put this together in 4 short paragraphs in time order (something easier for brains to read and you to write):

1. Background **before** Theodore Roosevelt’s policy
2. President Theodore Roosevelt’s Corollary to the Monroe Doctrine (1903).
3. Background **before** Franklin D. Roosevelt’s policy
4. President Franklin D. Roosevelt’s Good Neighbor Policy (1933, but explained in detail in a speech in 1936)

Tip: The person you are trying to teach or to communicate to is someone who is a 1st year student. In trying to teach another, you will teach yourself. You are **not** teaching everything—**only** the **essentials**. **Caution:** You have a maximum of 400 words.

2. Requirements for Your Post: Initial post and Why Requirements? < **Caution**: Use video at top

The type of Blackboard discussion used for the Evidence Draft is one that requires that you make an **initial** post **before** you can see other's posts.

What does that mean to you? It means that, **before** you post, you need to do something that may be different than most assignments:

1. Follow **all** of the requirements in this webpage
2. Check them off as you work
3. Ask if you **not** understand (and your prof is glad to answer)
4. Work **in** the Evidence Draft folder with the **requirements** and the **primaries visible** to you so you keep them in mind.

Why All This about Requirements (sometimes called prerequisites)? < Use the PROF VIDEO!

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.

3. Requirements for Your Post: Format (**Caution** & **Tip**), Maximum Word Count, and Punctuation for Readability

a. Format	<p>Caution: Simple font and width like the sample post in the discussion What does the paper look like? Paragraphs either indented like the sample post or with a blank between paragraphs. No footnotes. Tip: This is the sample that you can copy to make your paper! The 4-paragraph fill-in-the-blank sample will help you understand the content that you are to figure out for your paper.</p> <p>Do not try to do format when posting in the Discussion Tool. The only formatting that works successfully is:</p> <ul style="list-style-type: none">• A blank line between paragraphs—and please do that.• Perhaps italic or bold for a word if grammatically correct to do that italic or bold
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	Reminder: No footnotes for citation. FYI: Footnotes did not work well for readability of posts.
b. Length	400 words absolute maximum – Less is better.
c. Punctuation for readability - ""	<p>Make sure punctuation is accurate if you are quoting something, including accurately using quotation marks in pairs. Quotations require:</p> <ul style="list-style-type: none"> • An opening quotation mark (“) at the beginning of the author’s words that you are using • A closing quotation mark (”) at the ending <p>Keep it simple by using this Brain Trick (This link goes to the bottom of this webpage.)</p>
d. Punctuation for readability - ()	<p>Make sure punctuation is accurate with inline citation, including accurately using parentheses in pairs. Parenthesis require:</p> <ul style="list-style-type: none"> • An opening parenthesis— (—at the beginning of the required name of the source • A closing parenthesis —) —at the ending

4. Recommended Source to Use Before You Read the Other Sources + 1 Requirement

Definitions to Help You—You are **not** required to quote these definitions or to cite them. **Caution:** **But** you are **required to read and use correctly** the words such as foreign policy, corollary, and global.

5. Required Primaries and Their Textbook Pages – Additional **Caution** about 268 and **Tip** about 572

a. You must read **all** of the **listed** textbook pages (and **no** other pages) and must cite **at least one page** for **each** primary. **Caution:** If you think that another page should have been listed, email for approval **before** you use it.

Required Primary You Are Using	Required Page Numbers from <i>American Pageant</i>
b. Theodore Roosevelt’s Corollary to the Monroe Doctrine (1903) - Recommended 2nd paragraph	<p>468- Caution: Be sure you notice the word <i>Perversion</i> in the heading (“to cause to turn aside or away from what is good or true or morally right” – <i>Merriam-Webster Online Dictionary</i>). Tip: The textbook author also criticizes TR on page 571.</p> <p>Additional Caution about 468: The sentence says “... in the event of future malfeasance by the Latin American countries, take over the customshouses, pay off the debts, and keep the troublesome Europeans on the other side of the Atlantic.” In steps (color-coded), here is what that sentence meant:</p> <ol style="list-style-type: none"> 1. In the event a Latin American country (abbreviated below as LAC) borrowed money from a European nation or its banks and it could not pay its debts to the Europeans and therefore would have to be obedient to these European creditors, and not the US. 2. Then the US would these thing to the LAC: 3. Send in our military to take over at the LAC port where the LAC had a “customshouse” (a place to collect “customs” or what the US calls tariffs or taxes on imports). <p>Tip: At this time, it is not just LACs who depended on tariffs as income for their governments. The US did also.</p> <ol style="list-style-type: none"> 4. Take over the LAC’s money (those import tariffs) the LAC had collected and send the LAC’s money--to the European creditors to pay for the LAC’s debts. <p>Tip: If you are thinking, so????? How would you feel if China or Russia or the European Union took over the port of Houston and did that to the US?</p>

	Purpose: So the European nation did not have an excuse to have influence over the LAC, including its taking over the LAC's customhouse.
c. Franklin D. Roosevelt's Good Neighbor Policy - Recommended 4th paragraph.	571-572- Tip: Page 572 tells you what happened with the Platt Amendment and about Guantanamo Bay. The difference is a clue to how much FDR was willing to alter past policies. If you do not know, ask in the discussion.

6. Required Background and Their Required Textbook Pages and Video, and Recommended Map (Tip)

Required Background	Required Page Numbers from <i>American Pageant</i>	Required Video and Required Search Words	Recommended Map of Latin America (Tip: maps help brains)
a. Background before Theodore Roosevelt's policy	b. 470-471	c. <i>The Question of Empire</i> (underlying, strategically, strategic, empire)	d. Big Stick in the Caribbean (1901)
e. Background before Franklin D. Roosevelt's policy	f. 600-601	g. <i>The Great Depression</i> (collapse, tariff, Fascism, Nazism)	h. The United States in the Caribbean 1898-1941 – Notice US exports to some of these nations.

7. General Requirements about Citations for Primary and Secondary Sources

- The purpose of citation is so your reader can tell **instantly** what source **and** where (**exact** page or transcript number) to go to:
 - For the meaning in your own words - **Caution:** You also **must** cite facts in your **own** words.
 - For a quotation in the exact words of the author
- With primaries, use the files for each primary that are **provided here**. **Caution:** Do **not** go to the Internet
- With citation, you **must** use the **exact** words for each citation in the column Required Citations After That Fact.
- With citation, you must provide the **exact** page number:
 - If the document is 1 page, the column shows 1 as the page number. You use the citation **as is**.
 - If the document is multiple pages, the column uses **#**. You delete the **#** and type the correct page #.**Tip:** With a multi-page document, press Ctrl-P to determine the page where your fact is located.

8. Required Citations for Primaries

Tip: Primaries are documents created during the period we are studying. **Yellow** highlight show you the facts to use.

What Fact You Want to Cite	Required Citations After That Fact
a. If the fact is from Theodore Roosevelt	(Corollary, 2)
b. If the fact is from Franklin D. Roosevelt	(Neighbor, 1)-

9. Required Citations for Required (First 3) and Recommended (Last 3) Secondaries

Tip: Secondaries are documents written using primaries. In this course, you use these sources as secondaries.

What Fact You Want to Cite	Required Citations After That Fact
a. If the fact is from the textbook <i>The Brief American Pageant</i>	(Pageant, #)
b. If the fact is at a specific starting location (transcript #) in the earlier video <i>The Question of Empire</i>	(<i>Empire</i> , ##:##) Tip: The video also contains brief instructions for seeing what you want.
c. If the fact is at a specific starting location (transcript #) in the later video <i>The Great Depression</i>	(<i>Depression</i> , ##:##) Tip: The video also contains brief instructions for seeing what you want.

d. If the fact is from the Definitions to Help You file	(Definitions, 1)
e. If the fact is from the map Big Stick in the Caribbean (1901)	(Pageant, 466)
f. If the fact is from the map United States in the Caribbean (1898-1941)	(Pageant, 499)

10. Requirements for Your Post: Requirements about the Subject Line (a GRADE Issue)

Use the correct Subject line so your post is clear to students who will be using the class posts in Part 2.

Subject Line of Your Post - This is part of the grade.	<p>Click Create Thread in the discussion to create a post with this subject line:</p> <ul style="list-style-type: none"> <i>Your Name</i> – Using the sources, teach the essentials of international trends and US foreign policy toward its Latin American neighbors. <p>Example with Yellow Highlighting for the Name:</p> <p>If your name is Ana Joy, then your subject line is:</p> <p>Ana Joy– Using the sources, teach essentials of global trends and US foreign policy toward its Latin American neighbors.</p>
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11. Required Rubric Used in Grading – New Caution in the Rubric

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 that meets the History Department’s requirements. It is **not** a **history** paper.
- The Requirements have been renumbered to match **these** instructions.

5 Good Habits for Evidence		Contents		
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"> Used an unreliable source or a fact not on the cited page (Habit 1) Assumed or used incorrect or incomplete sources (Habit 2). 	<p>WHEN READING:</p> <ul style="list-style-type: none"> Misread or read passively or did not cite or cited incorrectly (Habit 2) Made errors such as embellishing or cherry-picking facts (Habit 3). 	<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"> Wrote assumptions or did not answer all parts (Habit 2) Used "" inaccurately and changed the author’s meaning 	<p>WHEN WRITING:</p> <ul style="list-style-type: none"> Wrote passively (Habit 2) Plagiarized or did “half-copy” plagiarism (Habit 4) Used "" inaccurately and made the author’s 	<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>

(Habit 5-F, a more serious problem).	writing grammatically incorrect (Habit 5-D).			
REQUIREMENTS: Did not do requirements: Caution: Any item named Requirement in this link is something you must do. Tip: Ask if you need help.	REQUIREMENTS: Did a few.	REQUIREMENTS: Did some.	REQUIREMENTS: Did most.	REQUIREMENTS: Did all exactly.
MECHANICAL ERRORS: Did many.	MECHANICAL ERRORS: Did several.	MECHANICAL ERRORS: Did 3 or more.	MECHANICAL ERRORS: Did 2 or more.	MECHANICAL ERRORS: Did no more than 1.

12. Reminder of Requirements for Using Another’s Words in Your Writing

Reminder: If you use the words of the source, you must use quotation marks (“”) correctly. This link may help you:

[Habit 4. No “Half-Copy” Plagiarism or “Patchwriting”](http://www.cjbibus.com/1301_1302_GHforE_HOW_to_Work_WithoutHalfCopyPlagiarismOrMisquoting.htm) Link Address:

http://www.cjbibus.com/1301_1302_GHforE_HOW_to_Work_WithoutHalfCopyPlagiarismOrMisquoting.htm

Or try this **brief** brain trick **first**:

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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