

## Part 2: Fact-Check Two Students' Papers—Definition, Method, Requirements, Rubric, and Grading (100 points!)

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### 1. What the Class Is Not Doing and What the Class Is Doing—and Why (the rule of law)

- You are **not** looking at grammar or composition or pretty words. Comments about that will drag your grade down to a 1.11.
- You **are** doing things to help
  - **another** person understand more for the future
  - **yourself succeed** if your careful work on Fact-Checking results in your qualifying to overwrite your grade on the Part 1's writing
  - yourself succeed in being a more useful and skilled person able to survive in life and work and--as corny as it sounds—a more useful and skilled citizen no matter what political party you support or if you do not care about political parties

#### Think about this:

- For the **sciences**—whether physical sciences or social sciences (like history) or any other kind of science—to be useful, they **must** require evidence, proof—not just saying something is so.
- For **government** both to be useful and not corrupt, it has to follow the rule of law. The Constitution is grounded in the rule of law, not the whim of tyrants whether kings or some other more modern forms since 1800. Why is this so important? To put it country (because I am), ordinary people like me and most of us can't survive in a world without rule of law.

[Merriam-Webster Online](#) defines rule of law in this way:

#### Legal Definition of *rule of law*

**1:** an authoritative legal doctrine, principle, or precept applied to the facts of an appropriate case **adopting the *rule of law* that is most persuasive in light of precedent, reason and policy—** *Wright v. Wright*, 904 P.2d 403 (1995)

**2:** government by law: adherence **to due process** of law

### 2. What Is Fact-Checking?

[Merriam-Webster Online](#) defines fact-checking as “to verify the factual accuracy of.” The first known use of the word was in 1973—the year that Watergate began.

### 3. How Are You to Do Fact-Checking about the 5 Good Habits for Evidence?

Links from the Evidence Quizzes are provided in this folder, including an **example** of “half-copy” plagiarism from the best standards manual I have seen. Look at it!

Your boss will know without doing what I have to do to know if something is true. On the other hand, you are going to do what I do when I say that one of you did “half-copy” plagiarized or that the fact was not on the page. You are to compare the source—whether textbook or video or online source--and the paper side by side. **Tip:** If you did not read when you did your draft, this will be a lot harder, but you can choose to learn something for your future.

1. If some statements seemed wrong compared to what you read, then compare those things first.
2. You **get smarter faster** about problems of thinking if you throw **all of your senses** against them.
  - Place one **finger on the fact** in the source and another **finger on what** the student wrote.
  - Read it aloud word by word.

**Fact-Checking is just comparing and you get 100 points!**

**Caution:** If you cannot touch the fact (if it is **not** there), then the student should not have written it.

Look at the **source** cited

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**LOOK for the fact.**

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Words, word, words, words, words. Word, words, words. (Johnson court text)

Words, word, words, words, words. Word, words, words. (Pageant, 53)

Words, word, words, words, words. Word, words, words.

Look at the student's paper online

3. Guys, this **hard**, grunt-level **work** is what you **do if you want to understand something well enough to get paid and to make life decisions based on reality.**

### 4. How Are You to Do Fact-Checking about Whether the Student Met All the Requirements to Do Honorable Evidence?

There are 2 things to help:

- a. The rubric + “checklist” for Fact-Checking may help you. It is provided as a file below this link where you could copy and paste short facts for your guidance to the person you are fact-checking. It is a shortcut that I use when grading so I am useful to you but do not have to type a lot of words.

#### Examples of what you might copy and paste:

- exact citation the person should have used
  - the name of a primary that the person misused
  - exact words for the Requirement
- b. If the short “checklist” does not help you, you can find all of the numbered requirements in the copy of the link on Requirements for the Evidence Draft that is copied to this folder.

### 5. How to Choose the Person’s Paper to Fact Check? (Including how I would do it in this tight time frame)

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:** Choose quickly because the maximum number of countable replies to one person’s post is 2. If you post after another person has already posted, yours will not be counted and you will have to do another.

**Tip 1:** For how I would do this in normal times, see the last heading.

**Tip 2:** What your prof would do if I were you in this current situation:

1. I would read **carefully** the rest of this link.
2. I would choose 2 or 3 people where I saw obvious errors so you can **help** the other person, such as:
  - Incorrect Subject line
  - Not doing the requirements, such as no primary sources
  - No citations
3. If you know how, I would copy and paste those 2 or 3 people’s papers into separate files and I’d work on the easiest one first. **Why?** So you can post quickly before someone else reviews that paper.
4. I’d identify at least 3 useful things that should change in the weakest paper and that I was positive I was right about. I’d post quickly.

6. **Caution:** This is essential. What Do You Put in Your Subject Line and How Do You Briefly Show the Other Person Things to Improve?

<p><b>Subject Line of Your Post- 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. <b>Caution:</b> Click <b>Quote</b> to create a reply that has the student’s writing <b>in</b> the message area.  <b>Tip:</b> On the left you see a Reply button and then a Quote button. Click the Quote button.</li> <li>3. <b>Caution:</b> <b>Change</b> the <b>Subject Line</b> to this:  <i>Your Name – My Feedback to Help Your Content and Evidence</i></li> </ol> <p><b>Example:</b> if your name is Ana Joy, your <b>Subject Line</b> is  Ana Joy– My Feedback to Help Your Content and Evidence</p> <p><b>Tip:</b> the <b>purpose</b> of that subject line is help you <b>remember to be kind</b>, OK? <b>And Also a Caution:</b> Your feedback is:</p> <ul style="list-style-type: none"> <li>• about Requirements and the 5 Good Habits for Evidence,</li> <li>• <b>not</b> about grammar or punctuation or <b>your</b> view of good writing</li> </ul> <p>Writing about history and evidence in an honorable way is also a work and life skill. Click <a href="http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm">here for examples of why someone would pay people with the skills shown by the Good Habits of Evidence</a>. Link Address:  <a href="http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm">http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm</a></p>
<p><b>How to show the student briefly any things that should change.</b></p>	<ol style="list-style-type: none"> <li>4. In the student’s paper, insert your feedback at the <b>spot</b> where you want to give feedback by doing these thing:       <ul style="list-style-type: none"> <li>• Make a <b>blank line</b> by pressing Enter <b>two times</b> and move <b>down to that 2nd</b> line.</li> <li>• Type an opening square bracket [ and then your feedback and then a closing square bracket ].</li> </ul> </li> <li>5. Make another blank line by pressing Enter <b>two</b> times.</li> </ol>
<p><b>Example of How the Spacing Looks</b></p>	<p>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> <p>Notice your spacing under your comment in [ ]. Your colleague’s next words from the paper are here.</p>

### 3 Examples of Errors That Students Frequently Need to Point Out

<p><b>Example of a Requirement That is Incorrect</b></p>	<p>If your colleague in the class did not do the required change to the Subject line, you could write at the top of the message box. Tip: the checklist will tell you that requirement 10 is that the Subject should have had the student’s name – and then the subject the student wrote on</p> <p>[Requirement 10]</p>
<p><b>Example of a Good Habit That Is Incorrect with the Habit identified</b></p>	<p>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 not just the correction but also the Good Habits for Evidence that could help the student.</p> <p>[Habit 2. Page should be 29.]</p>
<p><b>Example If the Good Habit 4 Is Incorrect and the Habit is “Half-Copy” Plagiarism</b></p>	<p>If your colleague in the class used many words from a source without correctly using “ ”, you may help in this way:</p> <ol style="list-style-type: none"> <li>1. Press Enter two times.</li> <li>2. Copy at that spot the sentence that is heavily “half-copy” plagiarized.</li> <li>3. Looking carefully at the source and the copied sentence that your colleague wrote, highlight the words that are exactly like the source. (See the example below.)</li> <li>4. Below the copied sentence, write [Habit 4: light red indicates “half-copy” plagiarized]</li> </ol> <p>Before 1660 a man named Anthony Johnson arrived in Virginia. He came from Africa in 1621 and went to work at a Tobacco Plantation. Records state that it wasn’t clear if he was a slave or indentured</p> <p>Before 1660 a man named Anthony Johnson arrived in Virginia. He came from Africa in 1621 and went to work at a Tobacco Plantation. Records state that it wasn’t clear if he was a slave or indentured</p> <p>[Habit 4: light red indicates “half-copy” plagiarized]</p> <p>Notice your spacing under your comment in [ ]. Your colleague’s next words from the paper are here.</p>

### 7. How Would I Do This If We Were Not In a Pandemic?

Use part of the **same** method that you **should have** 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 Fact Checking 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.

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 Useful Web Links at the bottom of the Course Menu.