

Part 3: Evidence-Focused Reply to the 2 Checkers — Definition, Method, Requirements including Subject Line, and Grading

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What If You Had No Checkers or Only 1?

Here is what you do:

- If you had **no** Checkers, email your Prof for an alternative assignment for those points.
- If you had **only 1**, I duplicate your points on the first two rows of the rubric for the last two rows.

What's a *Reply* and What Does *Thorough* Mean?

[Merriam-Webster Online](#) defines:

- **Reply** as “a thorough response to **all** issues, points, or questions raised.” Link Address: <https://www.merriam-webster.com/dictionary/reply>
- **Thorough** as “marked by full detail” (such as a “thorough description”) and “careful about detail” or “PAINSTAKING” (such as a “thorough scholar”). Link Address: <https://www.merriam-webster.com/dictionary/thorough>

In other words, if you want a good grade, be “thorough” and deal with “**all** issues, points, or questions raised”:

Caution: Look at the Rubric (Especially the Far-Left Column) Before You Start Clicking

A copy of the rubric is immediately below this link in the folder. Look at the *left* column of the rubric **before** you start to reply to a Checker and notice that your Reply **only earns 1.11** points if **you ignore the Checker's statement or you just say the Checker is wrong** when the Checker says you did one of these things:

- Did **not** do a Requirement.
- Did something **incorrect** with content or with the Good Habits for Evidence
- Plagiarized or did “half-copy” plagiarism

How could you avoid that 1.11?

1. First, check to see whether your prof identified that problem in her feedback. If she did not, do step 2.
2. Second, double check what you did—or should have done—before you wrote the exact spot where the Checker identified the problem making sure you compare:
 - Requirements with what you did in your paper at that exact spot
 - Exact place in the source with the exact spot in your paper
 - The words in the source with the exact words and quotation marks in your paper

- If you are still sure you were right, then carefully and factually and briefly figure out what explains that to the Checker and include that in your 3rd Part Reply to the two Checkers who respond to your paper...
- Caution:** Your prof will be examining the 3rd Part Writing.

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

- Caution** and **Tip:** Before you do this assignment, go look at your Prof's comments about the 1st Part Writing. If the Checker commented on what your Prof commented on, it is unsafe to dismiss the Checker's comment.

Why? Without boring you with the part of Word that I use to do this in a file, your prof:

- Graded the 1st Part Writing and placed her feedback to the right of each student's paper.
- By the time she finishes the 1st, 2nd, and 3rd part writing, all of parts line up together.
- Together, your prof can see pretty much **everything** that **she** saw **and** that **you** saw in the student's paper

- Make a print or use a copy of your paper where you figure out and mark (perhaps highlight) everywhere you messed up.
- Compare** each place the Checker said something about:
 - What you actually wrote
 - What the source for that place actually said. **Caution 1:** 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. **Caution 2:** You cannot just say something is true because it is in your memory of a prof's answer or you are sure it was in U-tube video. **If a boss would not pay you for it, then do not do it with a class.**

Why? You are taking classes for credit, but you are taking classes that can let you practice skills to have a decent life and make a decent living. Here is the link from the Evidence folder: [False Assumptions Students Have Made about Evidence and Paid Work & Introduction to the 5 Good Habits for Evidence](#)

- Do the steps above with the 2nd Fact Check of your work.
- When you are sure you are accurate, return to the discussion to do the replies.

Caution: a Grading Issue--How Do You Do the Subject Line for the 3rd Part Paper and Insert a Comment?

<p>Subject Line of Your Post- This is part of the grade.</p>	<ol style="list-style-type: none"> Click on the Fact Check. Caution: Click Quote to create a reply that has the student's writing in the message area. Tip: On the left you see a Reply button and then a Quote button. Click the Quote button. Change the Subject Line to this: <i>Your Name</i> – My Reply to Your Fact-Checking and Plagiarism-Checking Example: if your name is Ana Joy, your Subject Line is Ana Joy– My Reply to Your Fact Checking and Plagiarism-Checking
<p>How to Reply to Each of the Checker's Comments</p>	<ol style="list-style-type: none"> In your paper with a Checker's comments, insert your Reply at the spot where you want to respond to the Checker's feedback by doing these thing: Make a blank line.

	<p>6. Type an opening curly bracket—like this (but made large so you can recognize it) {—and then the word REPLY:</p> <p>Caution: Remember the definition of Reply at the top of this link. It is not just a Blackboard command.</p> <p>and then whatever you need to say</p> <p>and then a closing curly bracket—like this }(but again made large so you can recognize it).</p> <p>7. Make another blank line.</p>
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Caution: a Grading Issue--if the Checker Wrote That You Were Wrong and You Agree

<p>Example If You Think the Checker Is Right</p>	<p>If the person who Fact Checked your paper said your citation of page 513 should have been 519, and—when you checked—you realized you were wrong. In that case, you could write just below what the Checker wrote, any of these types of comments:</p> <p>{REPLY: Hi, thank you. You were correct. I will be more careful about proofing my work.}</p> <p>or</p> <p>{REPLY: I compared the source and paper and you were correct.}</p> <p>or</p> <p>{REPLY: You are right. I just checked the source with the paper.}</p>
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Caution: a Grading Issue--if the Checker Wrote That You Were Wrong and You Disagree

<p>Example If You Think the Checker Is Wrong</p>	<p>Caution: Be as polite as though you could be really wrong. Why? Because sooner or later you will be wrong. That's life.</p> <p>If the person Fact Checked 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 Checker wrote:</p> <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.}</p>
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Resources Available as Links 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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