

What Happens with Writing-#1 and Applies to Writing-#2 – Shown during classes

Trying to Figure Out a Way to Be Fair

1. How I look at the points for grades for the Writing:
 - My getting sick meant
 - that you did not get a chance to get a 1.11 and prove you changed with a 2nd paper
 - that there was distance between the introduction to Writing and the actual Writing
 - My staying weak meant you did not get extra afternoon time with me.
Both not fair by my rules and probably not yours.
2. At the same time, I have the responsibility:
 - To witness to you that what I asked you to do is what you will be required to do in **your future**—whether your upper-level courses (or just your next class) or a job or making a decision that protects you.
 - To confirm that you have your marked paper and rubric so I will enter points only **after** you initial the sheet I will pass around – I will highlight those who had both a paper/Turnitin for this writing.

I will be glad to explain to any of you. I would not spent this much time if I did not want **each of you to succeed**. FYI: I will try, but not swear to stay in the afternoon during the 1st 2 days in the 1st week in December. I would also see you in the spring term. You do **not** have to be in my classes for me to try to help you.

3. For those who want an equivalent of a 1.11 opportunity on specific areas where you did not succeed, you can [print and attach this sheet when you submit your Unit 2 and 3 Video Forms](http://www.cjbibus.com/ProveYouChanged_by_Doing_Correctly_Unit_2and3_VideoForms.pdf). Link Address:
http://www.cjbibus.com/ProveYouChanged_by_Doing_Correctly_Unit_2and3_VideoForms.pdf

Showing You a Very Good Paper and Its Rubric So You Know How to Understand Yours

We look at a very good paper for US History I. – **available only in class** or for those who want to stare at it (and I would) I will let you look at it during my office hours. My Department Chair—reasonably—does not want us to place examples for students to have. If you followed my example without text, it works.

Is there an advantage that this student had over you? The student is smart and you are smart—so that is not the issue. The student is self-taught or had a parent or a teacher who knew how to use accurately brief phrases from quotations in a **real world** paper (as in textbooks and magazines and newspapers and the Internet and jobs where you have to figure something and write for a boss or customer).

1. Notice what I do with every paper **before** I grade:
 - Color underlining or highlighting everything you put in “ ” (now pink—but I may run out of the 2 colors before all papers are done)
 - Color highlighting (now green) in the two places where Microsoft Word automatically creates a footnote:
 - every footnote reference **in** your paper
 - every footnote with the specific source and page **at** the bottom (the “foot”) of your paper

When I do the green, I know already if you faked the footnotes before I read one word. In those cases, I mark with a long green line down your paper to identify what is missing.

2. What I surround myself with **before** I grade:
 - The textbook with every page for this Writing with sheet so I can turn to it quickly
 - Online every primary you used opened in tabs so I can use Ctrl-F fast so I search.

I do **not** grade from memory. I do grading side by side of your source and your paper.

Why? I am replicating the brain and actions of your boss and your upper-level prof so you can tell what a boss or an upper-level prof sees.

3. What I do with every paper with a pencil **as** I grade:
 - On the paper, the pencil check mark means that I compared **your specified source** with **your** paper for
 - Every quotation
 - Every modification of a quotation
 - Every statement you make –If you introduce a **new** reality in your last sentence of a paragraph, you will see—usually in green – the word **cite**.
 - On the paper, the comment usually means a problem that I am trying to help you with
Guys, I fell back on an old habit in my fatigue. I write in the left column next to a line of your words that was wrong the Habit from the 5 Good Habits for Evidence that you need to develop so you can prevent this problem:
 - For some classes, the old habit of GHE 1 (or GHE 2 or GHE 3 or GHE 4 or GHE 5) – Sorry!
 - For other classes, my new plan of Habit 1 (or Habit 2 or Habit 3 or Habit 4 or Habit 5)
 - On the rubric **with the requirements** that I hoped would help you:
 - Get a few more points
 - Help you see that the habits (and requirements) you made yourself follow determined your success
4. What does the rubric and the requirements highlight about this very good paper:
 - An A paper in Reading FOR Evidence, Writing WITH Evidence, doing all Requirements FOR Evidence, and Mechanics
 - Nothing in the D and F columns
 - Nothing negative in Common Requirements
 - Nothing negative in the Specific Requirements.
5. Evidence Basics
 - Click [here for how Habits 1, 2, 3, 4, and 5 are workplace skills](http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm). Link Address:
http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm
 - Click [here for the links that can help you develop a specific good habit](http://www.cjbibus.com/Evidence_Quiz_4-The_5_Good_Habits_for_Evidence_and_Its_Rubric_and_How_Both_Can_Help_You.htm). Link Address:
http://www.cjbibus.com/Evidence_Quiz_4-The_5_Good_Habits_for_Evidence_and_Its_Rubric_and_How_Both_Can_Help_You.htm
6. What does the sample paper show when compared to the good student's paper:
 - Click [here for the US History I Writing-#1 sample paper](http://www.cjbibus.com/How_the_Paper_Could_Look_1301_W1_Tax_Rep.pdf). Link Address:
http://www.cjbibus.com/How_the_Paper_Could_Look_1301_W1_Tax_Rep.pdf
 - Click [here for the US History 2 Writing-#1 sample paper](http://www.cjbibus.com/How_the_Paper_Could_Look_1302_W1_US_Teller_Platt.pdf). Link Address:
http://www.cjbibus.com/How_the_Paper_Could_Look_1302_W1_US_Teller_Platt.pdf
 - Click [here for the US History I Writing-#2 sample paper](http://www.cjbibus.com/How_the_Paper_Could_Look_1301_W2_Slavery_Land.pdf). Link Address:
http://www.cjbibus.com/How_the_Paper_Could_Look_1301_W2_Slavery_Land.pdf
 - Click [here for the US History 2 Writing-#2 sample paper](http://www.cjbibus.com/How_the_Paper_Could_Look_1302_W2_US_TRCorollary_FDRGoodNeighbor.pdf). Link Address:
http://www.cjbibus.com/How_the_Paper_Could_Look_1302_W2_US_TRCorollary_FDRGoodNeighbor.pdf

Tips for how to think about doing writing that is useful to someone else (so they pay you or write a reference for you):

1. Guys, with samples and instructions from my profs and later department chairs and later bosses in business, I:
 - Learned to stare at the samples and instructions and to read them aloud.
 - Highlighted and, if necessary, made notes on them on paper or online—whichever was available.
2. **After** I did the first pass at my work, I **touched**:
 - My work on each spot where I had tried to obey each instructions and on the instruction.
 - My work on each spot and the exact spot in my sources.
3. Almost always I had to correct. If you correct your errors, they are no longer errors. **They are the natural price of doing useful work.**
4. Then I used ran spellcheck in Word and corrected.
5. Then I read my work aloud usually in a fake accent so I kept my brain focused and corrected.
6. **Before** I submitted, I repeated step 2. Almost always I had to correct.