# Syllabus Examples of Good Deals

This provides sections of the syllabus with a green labels to highlight the benefit to you. It is **ugly** but it is about winning at college work and planning for winning. Ask if you have questions.

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### **No Risk on 240 Points How Self-Test and Full-Test Quizzes Can Help You If You Already Know Something—or Not:**

Whether Learning Quizzes (200 points) or Evidence Quizzes (40 points), these quizzes work this way:

* A **Self-Test** lets **you** find out what **you** know and **you** do not know. To succeed, you need to measure yourself accurately—but with this grading system you do **not** lose points with Self-Tests. Self-Test questions are only extra credit and only worth .01 each. (Think of .01 as equivalent to a penny.)
* Once you submit the Self-Test and have at least 1 question correct, Blackboard **automatically** displays:
	+ Additional information If needed for you to succeed
	+ **Full-Test** with the **same** questions in the Self-Test, but with each question worth 1 or more points. With this grading system, you can earn full points while teaching yourself what you did not know. **How?** a) You may repeat as **many times** as you wish. b) Your **highest** score counts. If you persist, you can earn **all** of the possible points. That means you can **pre-earn** 24% of your grade if you complete them before the due dates.

### **Lowered Risk on 400 Points Learning Quizzes and Pre-Learning Questions for the Exam for the Unit:**

The exact words for questions from these quizzes are also 8 (about a third) of the 25 questions on each Unit exam.

### **Lowered Risk on 400 Points 3 Unit Exams and the Goal of Exam Questions to Be Useful for Your Life**

There are 25 questions in sets (so students in Blackboard see different questions). Eight (about a third) of the 25 sets are pulled from Learning Quizzes so you not only **pre-earn** points for the quizzes, but can **pre-learn** 8 of the 25 questions.

The goal of the exam questions determines the remaining seventeen (about two-thirds) of the 25 sets ofexam questions. In this class, questions do **not** require that you show you know **everything**, but you show that you know **something.** The questions focus on your recognizing significant traits of such things as regions, time periods and their dominant beliefs or events, and representative historical figures. ***Tips:***

* The best way to recognize how these facts **come together** is in your instructor’s Lessons in each Unit, **not** just in a textbook.
* The best way to use the Lessons efficiently is to use them **with** the Unit’s Study Guide (top of each Unit’s folder).
* The Lessons are like a textbook with bullets with all of the same issues in one place. **Example:** If you need more about a Study Guide item for Lesson 2, click on Lesson 2, press Ctrl-F (for Find), and type a few letters of the word in the Find box. Click through all uses of that word in that Lesson. If you still need help with searching for a specific fact or a map, use the index at the back of your textbook.

**Lowered Risk on 400 Points Departmental Final Exam—F for the Course If Not Taken**

The Final Exam consists of 25 questions, at 4 points each. A **review** is provided in Learning Modules. ***Cautions:***

1. Departmental policy is an **F** for the **course** if you do **not** take the Final. **Example:** If you have 900 points (an A in this course) but do **not take the Final Exam**, your instructor is **required** to enter **an F** in the official record**.**
2. To avoid an F for this **course**, you **must** take the Final Exam; therefore, you **also must** deal with WCJC’s requirements for Respondus Monitor-Lockdown Brower.

### **Ladder to Evidence Skills Written Assignments:**

#### **How Writing Assignments Work in This Course**

Writing assignments are first-year level, brief, and use only the textbook and primaries in the course. You focus on a specific historical question as though you were **teaching another student.** You follow rules for citation provided in the course. Every part of the writing and all feedback is based on 5 very basic rules for evidence—rules essential not just for history but keeping a job. Grading is not about your style or your opinion or your memories—or mine. It requires you practice skills essential to get and keep a good job.

### **Reminder - *Caution* about the History Department’s Course Objectives and Its 30 Percent Writing Requirement**

The History Department’s student learner outcomes require that you write with evidence and use primaries as well as secondaries. **The written work must be over 30 percent of your final grade, a requirement for all history instructors**.

Ask if you need math examples showing why you cannot pass the course without some writing.

### **Ladder to Evidence Skills (and Points) with Some Easier Writing Assignments Than Formal Writing**

### **Grading Formula:**

The 1000-point course consists of these points, with the last being written work:

* 50 – Getting Started activities (How you start frequently determines your success at the end.)
* 200--Lesson Quizzes
* 300 – 3 Unit Exams @ 100 points each
* 105 – Comprehensive Final Exam and required tasks with Respondus Monitor
* 330—Written work consists of:
	+ 4 Evidence Quizzes on the basics of evidence with history –**If you persist, you earn the 40 points and—if you pay attention—learn what you are required to do.**
	+ 3 Unit Study Terms (informal writings @ 25 points each – **If you persist and try to post useful information, you will make a good grade and with 3 of them you can make 75 points.**
	+ and the 3-Part Writing consisting of a paper (100), 2 peer reviews (of other students’ writing (40 each), and your responses to the peer reviewers **These are new tasks for most first year students and therefore harder to do.**

### **Lowered Risk on 400 Points Incentives (Extra Credit with a Reason) to Help You Persist**

There is no extra credit to help a few people make a higher grade, but there is to help **all** students become stronger. *Merriam-Webster’s Online Dictionary* defines **incentive** as “something that makes a person try or work hard or harder.”

There are incentives in the course to help you persist: With Learning Quizzes and Evidence Quizzes, you earn 1 incentive point for each quiz if on the date listed for that incentive it had 80% of the questions correct either on the Self-Test or the Full-Test.

After you have gotten used to the course a bit, you’ll find the Incentive Dates as an additional page at the end of the List of Due Dates.

If you will like more about how this works, click [here for Pacing Yourself and Earning Extra Credit](http://www.cjbibus.com/Pacing_yourself_plus_the_difference_between_Due_and_Incentive_Dates.pdf). Link Address: http://www.cjbibus.com/Pacing\_yourself\_plus\_the\_difference\_between\_Due\_and\_Incentive\_Dates.pdf