

How this exam will work

If this method works, it will let me do what I am required to do about evidence, but make the course require fewer written assignments and other things that might make students' lives a lot better.

Option to Bring Your Textbook to Class and Use It During Your Written Part of the Test

No matter which choice you make, you must:

- Base all of your statements on the textbook
- Be factually accurate.

If you bring a textbook, you:

- May have written in the margins of your textbook or have small stickies or short and blank paper tabs in it
- May **not** have any papers in your textbook

Your 2 choices:

- If you decide to use the textbook, you must be factually accurate AND cite as shown below—and explained in class. AND—if you use exact words from the textbook—must quote according to the rules in *The Bedford Handbook*.
- If you decide not to use it, you just need to be factually accurate

Attempt to help those who have an e-book: you can print the pages from the e-book that you identified for all of the possible questions. You bring them with you and I will quickly initial each one and you will temporarily provide those pages with your paper. **Please tell me if you plan to do this** so I can bring enough big clips to keep your stuff together.

How This Will Work

During this test, I will be working from the back of the room.

1. As always:
 - No talking or – 10 points for the talker or talkee
 - No cell phone or similar device
 - No paper except what I gave you or—if an e-book printout—initialed
2. You do the written part first.
3. If you have the book out, I will move through the rows writing the word BOOK at the top of your paper.
4. When you are done, you go to the front of the room and stack your written answer in the pile for the version of the question.
Example: If you have version A question, you put yours in the version A pile. (Real high-tech)
5. Also at the front of the room, you pick up the objective test at the top of the stack.
6. You go back to you seat and make sure you write the **full** test number—including the version letter-- in the test number box on your scan-tron.
Example: If you have version A of the objective test, you would write 1301 Exam 3 A ###
7. When you are done, you go to the front of the room and find the piles for **your version**. You stack your
 - Scan-tron in the pile making sure it faces the way the example shows
 - Test booklet face down in its pile.Example: If you have version A test booklet, you put your stuff in the version A piles. (Real high-tech)
8. You go in peace.

I will enter the objective scores that day. You will have the written part back on the day of your Final. **Note: WCJC sets the date and hour of the Final. Also you must take the Final Exam or I am REQUIRED to fail you for the COURSE**

How you will use endnotes on your answer that you write on notebook paper

What the Word *supported* Means

If a person who uses a reliable dictionary for the meaning of words and who read carefully the whole section and the part preceding and following it compared your statements with the page you cite, he or she would say you read carefully and acted honorably with the evidence there. (Honorably = no assumptions, no cherry-picking, no embellishment)

Example without Citation

Stapled question at the top with your name **under** the paper.

Short statement or phrase saying the question you are answering and introducing briefly the evidence you will give in this paragraph. Facts supported by page 92 of your textbook. More facts supported by page 92. Fact supported by page 111. Facts supported by page 92. More facts supported by page 92. If useful, short sentence revealing analysis in this paragraph.

Short statement or phrase introducing this paragraph's evidence. Facts supported by page 200 of your textbook. More facts supported by page 200. Facts supported by page 201. Facts supported by 218. More facts supported by page 218. If useful, short sentence revealing analysis in this paragraph.

Short statement or phrase introducing this paragraph's evidence. Facts supported by page 92 of your textbook. Facts supported by page 93. Facts supported by page 209. Facts supported by 218. More facts supported by page 218. If useful, short sentence revealing analysis in this paragraph.

Short statement(s) concluding the whole by telling reader what evidence you have shown and what it means.

Example with Citation

If you wrote the above, here it is with the citation. For the exam in class, you can put the citation in columns so you have more room or do them in a row with a dash (—) between them as shown below. Click [here for how it could look on the handwritten page using superscript numbers](#). You do not have to have 3 paragraphs or this many paragraphs or put blank lines between paragraphs, but this is just an example of how you use citation so anyone can immediately tell if your facts are supported (or you are writing fantasy with fake facts that an evidence-based grader or an expert will recognize instantly).

Stapled question at the top with your name **under** the paper.

Short statement or phrase saying the question you are answering and introducing briefly the evidence you will give in this paragraph. Facts supported by page 92 of your textbook. More facts supported by page 92. (1) Fact supported by page 111. (2) Facts supported by page 92. More facts supported by page 92. (3) If useful, short sentence revealing analysis in this paragraph.

Short statement or phrase introducing this paragraph's evidence. Facts supported by page 200 of your textbook. More facts supported by page 200. (4) Facts supported by page 201. (5) Facts supported by 218. More facts supported by page 218. (6) If useful, short sentence revealing analysis in this paragraph.

Short statement or phrase introducing this paragraph's evidence. Facts supported by page 92 of your textbook. (7) Facts supported by page 93. (8) Facts supported by page 209. (9) Facts supported by 218. More facts supported by page 218. (10) If useful, short sentence revealing analysis in this paragraph.

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ENDNOTES (1) 92 — (2) 111 — (3) 92 — (4) 200 — (5) 201 — (6) 218 — (7) 92 — (8) 93 — (9) 209 — (10)
218

Example with Citation and How to Separate You and Your Analysis from Your Evidence

These are organizational devices I was taught long before the 12th grade. They work for 3 wonderful purposes:

1. You will inform the reader of what is your analysis and what is verifiable evidence and keep them separate
2. You will keep yourself constantly aware of evidence as the foundation of analysis. You can put in your stuff (the light brown) **only** what you have proved with evidence (the green)
3. It lets you do this cheaply in your time and your reader's time.

Caution 1: Everything from the last endnote to the next endnote is treated as being from the next endnote. Example: Everything in endnote 1 is supposed to be supported somewhere on 92. If you stick your feelings or analysis in that green section for endnote 1, the reader will think the author of that text said it.

Caution 2: Writing with evidence is not formula writing. Your typing a quotation and then your saying your opinion of it or your feelings about or your unsupported analysis about it is not evidence.

Stapled question at the top with your name **under** the paper.

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