

**Comparative Paper Assignment Guidelines,
History 170
11/26/18**

What is the point of this assignment?

- All history courses require some measure of critical thought and research skill development. One way to achieve this is to challenge the student to research the details of a specific topic, find authoritative sources on the topic and create a review of those sources that can open a window into the time period, just a little bit! In this case, we are going to review three historic newspaper articles and analyze those (compare/contrast) to get an idea of what early Americans thought about a major issue of the day.
- For those that need it, register with the Tutoring Center/Writing Center immediately for help!

Basic Requirements (more details below):

- Not less than three and a half pages, no more than five.
- Double-spaced
- 12pt font size
- A bibliography of all sources used (not part of the three-five pages)
- Citations in the paper wherever information from a source is used (see below for more on this)
- Turabian style (Any 2000-2016 conventions are fine).

Primary Steps:

1. **Navigate to this link** (it is a live link on the online-post of this assignment on the class page, if it helps ☺). This source is a rare-newspaper archive that just became available to OCC!
2. <https://ezproxy.occlib.nocccd.edu/login?url=http://infoweb.newsbank.com?db=EANX-K12>
3. **Find any topic between 1690 & 1877** that you would be interested in.
4. **Click on that topic** and read three historic newspaper articles that are posted on the page. There may be just a few available, or there may be several dozen. Which you chose is up to you!
 - a Be sure to save all the information from those news articles; copy/pasting the entire thing to Word or print them out. You will need to cite them later!).
5. **Create a discovery statement:** “Based upon these three news articles, ‘this is what happened when,’ or ‘this was the impact of that event,’ or ‘this was what Americans thought of..’ or whatever focus you happen to find within your reading.
6. **Other Sources:** The articles you choose may have names, places, outdated words, or even currency that you may need to research to fully understand. Using any good source (Google Search, JSTOR, etc), find what you need and then add those sources to your Bibliography. Cite them as you use them in the essay as well: “According to the Historic Inflation Calculator, \$230.00 in 1766 is worth roughly \$20,000 today..”

You should now have a bunch of notes: what three period newspapers said about an event, and some modern sources that help you define what those historical newspaper articles are saying.

Secondary Steps:

1. Put all the information together about the topic you chose to research. Create a new focus statement that compares the modern historical analysis to the three period newspaper articles.
2. **Write an essay detailing out that comparison!** Have fun with this step, you'll be taking real views of people from the time of a major event in American History and then comparing it with what some academic had to say about it many decades later.
3. **Format of the Essay:**
 - a. Begin writing by creating a one-paragraph introduction. This first paragraph will generally introduce:
 - i The topic chosen,
 - ii The newspapers used
 - iii The Thesis (always the last sentence), which details out your findings (or focus).
 - b. Then write roughly four body paragraphs that really get into the details of what the four sources had to say and how they compare. This part is the Evidence & Data that supports your Thesis. **HOW YOU ARRANGE THIS IS UP TO YOU!! The body paragraphs can each cover one source, or each can compare/contrast multiple sources.**
 - c. Finally, a fifth paragraph, the Conclusion, wraps everything up and will tie your findings back to the Thesis noted in the introductory paragraph.

1. Cite Everything!

- a. Every quote, fact or idea used in the paper MUST be cited in the paper where that information is used, or it is considered stolen. It is also a good idea to cite the facts and ideas from professional sources simply to lend credibility to your writing, as you are showing where your facts came from.
- b. **In-paper citations are fine:**
 - i. Simply name the newspaper or modern source where you got your info from and you are good for this assignment!
 - ii. If you wish, regular in-paper citations are also fine. These are where, as you are discussing information from a source, you simply end the sentence with a "(Billingsly: 22)." The format of this is usually the last name of the author and a page number (if applicable). If there is no author, then the title or part of the title is fine.
- c. **BIBLIOGRAPHY**
 - i. Format this in Chicago style (also known as Turabian).
 - ii. No WEB URL's are required for modern Turabian Bibliographies.
 - iii. To learn how to format Turabian Bibliographic references, simply Google the question: "How to cite newspaper (or whatever) Turabian style."
 1. The first several hits will be Purdue University's manual of style. Others guides will work too!

- **A little confused?** Get a writing tutor asap!! There are tutors in the Student Success Center, and the drop-in Writing Center is very helpful, both are FREE!!!!

How will your paper be graded? Here is the rubric!

➤ **Full Credit (A Level)**

- Written completely in college level English with few grammatical mistakes.
- Comparison is made between all four sources in a clearly defined manner.
- Numerous relevant details demonstrating mastery of material.
- A clear thesis that is supported by the paper's structure.
- Paper's structure is apparent: Intro, Body, Conclusion.
- Sources properly referenced by in-paper citations.
- Bibliography is present and professional in style.

➤ **Half Credit (B-C Level)**

- College-level written response
- Relatively complete. Thesis is present, but paper does not follow it, or the thesis is vague, leaving little guidance.
- Writing is vague with relatively few supporting details.
- Most of the borrowed material is referenced, but some paraphrased or borrowed material not cited.
- Bibliography is present and fairly correct. Websites cited show only a URL and not a full reference.

➤ **Less than Half Credit (D Level)**

- No thesis, or clear paper organization.
- Virtually no supporting details; mostly broad generalities.
- More than ten grammatical mistakes, and spelling errors, including such interchanges of similar words like "there" for "their",
- Sporadic citing of sources or all four sources not used per the assignment instructions.
- Demonstrates unsatisfactory level of understanding of reading material.

No Credit (F Level)

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- Any material that constitutes academic dishonesty according to the College Handbook, the Syllabus and this assignment.
 - Student completely made up a different assignment, or copied one from a previous semester.
 - Not college-level discourse; incoherent, extremely poor grammar, rambling.
 - Fails to respond to the question prompts or response is largely wrong and unsupported.
 - Contains very few details from the reading.
 - No sources are cited, leading the reader to judge the paper as plagiarized or made-up.
 - Sources cited are not the correct sources (bait & switch) or sources are entirely made up.
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