

Ticket Tasks

HIST4726, Fall 2018

Due dates on syllabus

For weeks when there is a ticket task listed on the syllabus, you should read the task description **before doing the reading that the task addresses**, because the task often aims to guide your reading.

The ticket tasks must be completed and **uploaded to Canvas an hour before class on the day of the class for which they are due**. The extra hour gives me time to look over a sample of them quickly, so I can comment on them in class.¹ They are called “ticket tasks” because they are your “ticket” to the student-led discussions (see syllabus and the instructions on discussion leadership and participation.) The quality of the discussions depends on everyone being at least somewhat familiar with the material being discussed. Nobody wants to put up with completely unprepared discussion participants. Therefore, you may only participate in a student-led discussion if you have completed the Ticket Tasks since the previous student-led discussion.² Participating in discussions carries a grade, so the consequences of not completing a Ticket Task include losing the grade for the task and for the next student-led discussion, as well as of course missing out on the stimulating and fun discussions. You may complete Ticket Tasks at any time before the discussion in order to have the right to attend discussion, but you only get Ticket Task credit for on-time tasks.

The Ticket Tasks guide your reading and encourage you to develop good reading habits that are useful in all academic (and other nonfiction) reading. Completing the tasks also trains you in the kinds of skills (paying attention to evidence, comparing historical arguments, making connections) that the major assignments in the class also require of you.

Each ticket task has a template, which is available in the class Google Docs folder (<http://bit.ly/ticket4726> and also linked to from Canvas.) Make a copy³ of the template. Then write your answers on this copied template, make sure it has your name and is neatly formatted, save as Word or PDF, and upload it to Canvas.

Grading of Ticket Tasks

In keeping with the general grading scheme in this course, your grade for each Ticket Task will be determined by satisfactory completion of three components of the grade: 1) Completion of all requirements for the assignment; 2) Attention to detail; 3) Achieving real excellence in all aspects. For a more detailed explanation, see the syllabus.

Q: Why do I need a ticket?

A: Because that ensures nobody has to put up with teammates who haven't prepared for class at all.

Q: What is the purpose of the tasks?

A: To hone your skills in historical analysis and give you credit for preparing for class.

¹ Late penalty is 10% of your grade.

² For example, if there is a discussion in week 7 and another in week 11, you need to complete all Ticket Tasks during weeks 8–11 to be admitted to the discussion in week 11.

³ Copying: Make sure you are logged into your colorado.edu Google account in the browser you are using, and then make a copy of the template into your own Google Drive (File → Make a copy). Alternatively, download as a Word doc onto your computer.

*Checklist for components 1 and 2**Checklist for grade component 1 (completeness)*

I have . . .

- read these instructions thoroughly.
- read the instructions and questions for the specific Ticket Task thoroughly.
- answered each question posed in the Ticket Task in the scope required (that is, if the answer calls for 3–5 sentences, I have provided a fairly comprehensive answer.)
- answered all parts of each question.

The checklists aim to help you avoid a failing grade on grade components 1 and 2. That said, no checklist is likely to be exhaustive; be sure to read all instructions meticulously and use your common sense in checking your work.

Checklist for grade component 2 (attention to detail)

Before handing in my Ticket Task, I have . . .

- spell checked my work and tried my best to eliminate spelling errors an automatic spell checker usually misses.
- noted and corrected capitalization errors in my work.
- read my work multiple times to catch and correct grammatical errors and poor phrasings.
- checked that I have included
 - my name
 - the assignment title
 - the class
 - the date
 - page numbering.
- checked that the assignment overall looks neat⁴ and meets all requirements.

⁴No random changes of font, indentation, spacing, etc.

Tips for achieving excellence

Some tasks are difficult, and your take on them may not be as sophisticated as a professional historian’s. That’s OK. You do, however, need to really try. You can demonstrate this by focusing on the specific readings at hand in a serious and detailed manner. Some examples of how this might show up in your writing:

<i>Sample phrases</i>	<i>what they (may) demonstrate</i>
“As the author states on p. XX, the evidence for Y is thin” “The author cites a letter from. . . to show that . . .”	attention to specific claims made by the author attention to the evidence the author uses and to how that evidence is deployed
“Although the author claims to examine immigrant experience broadly, the bulk of the evidence concerns European immigrants. . .”	analyzing and evaluating the content, focus, and evidentiary basis of the article
“The document was produced just before the passage of the Quota Act, in the context of the First Red Scare. . .”	attention to chronology and how the “when-ness” of documents matters when using them in argumentation
“The author provides a rather different perspective on immigrant assimilation than So-and-Such, instead emphasizing. . .”	attempting to juxtapose/synthesize/compare different readings