



**MUSKEGON COMMUNITY COLLEGE**

221 S. Quarterline Rd  
Muskegon, MI 49442

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# MIDTERM AND FINAL EXAM

Both the midterm and final exam in my classes will be short answer essays. I have broken down the requirements and expectations for each. Keep in mind that these two assignments make up 50% of your grade. As always, if you have any questions please do not hesitate to ask for help or guidance.



## MIDTERM RUNDOWN

- Worth 200 points (20% of your final grade)
- Administered Week 8
- 8 questions will be asked; you will be responsible for answering 4 of your choosing.
- Responses will be 1-2 paragraphs long.
- Questions will be released to you prior to the exam so you can properly study.

## FINAL EXAM RUNDOWN

- Worth 300 pts (30% of your final grade)
- Administered Week 16
- 4 questions will be asked; you will be responsible for answering 3 of your choosing.
- Responses will be 4-5 paragraphs long.
- Questions will be release to you prior to the exam so you can properly study.



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## **SCHOLARLY ADVICE**

- 1. Understand the assignment.** Make sure you read the assignment carefully and limit yourself to the topic provided by your professor. Believe it or not, failure to write about the topic that has actually been assigned is one of the most common problems with short history essays!
- 2. Consider the significance of the material.** It is not enough to summarize the content of the documents or books you have read. Your essay must consider the significance of the issue you are examining. You should also think about the historical context of your sources, using it as a way to explore the broader historical issues underlying the assignment.
- 3. Construct an argument in support of a thesis.** Like any history paper, a short essay must have a thesis that is supported by evidence presented in the body of the paper. Your thesis reflects what you have concluded about the issue after careful reflection on the assignment and any reading you have done for it. After stating it clearly in the introductory paragraph, you must be able to support your thesis with evidence taken from the texts under examination in the body of your essay.
- 4. Don't just answer "What"; answer "Why."**



## FINAL RESEARCH PAPER RUBRIC

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Thesis statement</b>	Thesis is clear and well developed. The thesis identifies the question and evaluates the relevance of the issue addressed in the essay prompt.	Thesis is partially developed, but only superficially addresses the significance of the issue in the essay prompt.	Thesis is underdeveloped and does not directly address the significance or relevance of the essay prompt.	Thesis merely paraphrases the essay prompt or essay has no thesis.
<b>Analysis and supporting information.</b>	Essay uses relevant information and facts to effectively defend the thesis.	Essay supports thesis with some relevant information but has limited depth of analysis.	Essay has limited amount of supporting information for thesis and contains only generalizations.	Contains no analysis or supporting information.
<b>Organization</b>	Essay is clearly organized with a logical structure that supports the thesis. Transitions are smooth.	Essay is organized but the structure is not consistent. Transitions are present but somewhat awkward.	Essay is not well organized and structure only weakly supports the thesis. Transitions are choppy.	Essay has no organizational structure and no transitions.
<b>Sentence Structure, Grammar, Mechanics, &amp; Spelling</b>	Sentences are well constructed and have varied structure and length. No errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. Few errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed, but they have a similar structure and/or length. Several errors in grammar, mechanics, and/or spelling.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Numerous errors in grammar, mechanics, and/or spelling.