

## Evidence Quiz 4 - 5 Good Habits for Evidence and Why Choosing Them Can Help You

What's on This Webpage?

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You can always see the questions in the quizzes or in the links following Self-Tests. If you know which questions you missed, marking this as a print or in a file may help you notice what might help you...

### Can Anyone Tell and Prove You Are Messing Up Evidence or Plagiarizing? Yes! – From Evidence Quiz 2

The phrases are just short reminders of what each question covered.

\_\_ Question 1 – Repeat of earlier question. **If you missed it, be careful.**

\_\_ Question 2 – This is an accurate statement of the method your prof uses.... **Why?** It is **comparatively fast** and **provable** and is therefore was **useful** in my professional and personal life and also **useful** to **your** future.

\_\_ Question 3 – This is an accurate statement of how the method shows whether you used the required source or you googled. **Why? Same reason** as with Question 2.

\_\_ Question 4 – This is an accurate statement of how the method shows whether you used the author's words without placing them in quotation marks (""") and whether you are accurate with those quotation marks. **Why? Same reason** as with Question 2.

**Caution:** Without quotation marks even if you cite, it is plagiarism or at a minimum "half-copy" plagiarism. If you doubt this, go look at the examples at the bottom of this folder from a reliable handbook. If you need help, please ask.

Think about these things from 1 to 2 and about the conclusions in Question 3 and 4:

1. In a future with a job that **pays well** and **lets you think, people** will notice.
2. Look at the syllabus carefully. The History Department makes it **your prof's** job is to **notice—not** to hurt you but to help you have the skills you need for your next steps in college and/or a job and in your life. No one pays you for a pile of words.

**Tip:** One student explained how she did writing assignments. She said, "I grab some words and I muck them up." That does not make an evidence-centered paper, and no one makes a safe decision by grabbing a few thoughts and mucking them up.

To make grading possible in time, I finally realized that the only practical way that I could to do my required job for you was for both prof and students to have requirements:

- To have students required to use the same primaries and secondaries that I use when grading
- To have me required to look simultaneously at your paper and the textbook pages and to have open online each of primaries so I could use Ctrl-F to search them based on what you wrote.

**Example:** If I mark on the rubric and on a specific line of your paper that you assumed, I am careful—but my being careful does not mean I am always right.

**Please Notice>** what is beautiful and honorable about thinking and writing with evidence is:

- I can show you what in the source you cited caused me to label your words as an assumption.
- **You** can show me what in the source caused you to write what you did.
- **We** can talk and **figure it out.**

My profs did this for me and it made **all of the difference in my life.** I am glad to do the same for you.

## Common Sense Actions & Common Sense Tips for You to Get Started with Good Habits for Evidence

Years ago a student asked me what could he do to prevent errors with evidence? He was in sports and he used an analogy. He said “I need to know **how to hold** the racket.” To use his analogy, these 5 habits are to help how to hold the racket so you can eventually be good at tennis.

The left column has common sense actions paired with the right column that has common sense tips in links. Some came from my 4th grade teacher, others from a wonderful history professor at my junior college, a few (but they were good) from my dissertation director, and many from colleagues at jobs. This may be different, but it can help you.

| Common Sense Actions You Can Do in Combination with the Common Sense Tips   | Common Sense Tips for Good Habits (Link Addresses are below.)   |
|---|---|
| <p><b>What’s a reliable source?</b> Those your prof or your boss label as reliable or in a collection they identify as reliable. Do not expand sources without confirming with your prof or boss that those sources are reliable. Be sure to use <b>any sources</b> you are told to use.</p>  | <p>Follow the Common Sense Actions and begin with reliable sources. Do not let bad data in a good mind.<br/> <a href="#">Habit 1. Reliable Sources Only</a></p>   |
| <p><b>Pay attention.</b></p> <ol style="list-style-type: none"> <li>1. Read the question and notice its parts. What is the boss or prof asking you to do?<br/>           Read the <b>correct</b> part and <b>all</b> the parts of the sources that you are told to use. <b>Caution:</b> Do not misread or read passively.</li> <li>2. <b>Figure</b> this out. <b>Caution:</b> Repeating and collecting words is <b>not</b> figuring something out. Do not assume in your reading so you do not assume in your writing.</li> </ol>   | <p>Add Habit 1 to Habit 2. Make sure the data is about the problem you need to solve <b>before</b> you write. Once you slide into writing it, you will assume it belongs.<br/> <a href="#">Habit 2. Verify Factual Accuracy Before You Write</a></p>  |
| <p>Plan your writing:</p> <ol style="list-style-type: none"> <li>1. <b>Caution:</b> Does your plan match the examples given? For planning, use tables, stick figures, bullets.</li> <li>2. When you think that you have <b>figured</b> out what the sources mean and what happened, then decide what you must “teach.”</li> <li>3. Answer all parts of the question. You do not need to teach everything, but everything you teach must be true. <b>Caution:</b> <ul style="list-style-type: none"> <li>• Never cherry-pick</li> <li>• Never embellish (These 2 words and others are defined at the bottom of the Evidence Quizzes folder.)</li> </ul> </li> </ol>                        | <p>Add Habit 1 to Habit 2 and then Habit 3<br/> <a href="#">Habit 3: Verify Accuracy for Every Statement After You Write</a> <b>Tip: Open</b> to read/<b>Close</b> to write or type – It’s an exercise program for your brain.<br/> <b>Tips:</b> <a href="#">3 Frequently Asked Questions about Citing</a> – This can help.</p>   |
| <p>Create your own simple words; do not steal another’s words. If you use another’s words, you must:</p> <ul style="list-style-type: none"> <li>• Use “”(quotation marks) marks accurately</li> <li>• Cite – show ownership accurately</li> </ul> <p>Examples of both plagiarism and “half-copy” plagiarism are at the <b>bottom</b> of the Evidence Quizzes folder. <b>Caution:</b> If you are writing with the book open, you will do one or both of these:</p> <ul style="list-style-type: none"> <li>• Plagiarize (Copy whole sentences, paragraphs, etc.)</li> <li>• “Half-copy” plagiarize or “patchwrite” Copy sentence structure or many short phrases (See examples.)</li> </ul> | <p>Cleaning up your work:<br/> <a href="#">Habit 4. No “Half-Copy” Plagiarism or “Patchwriting”</a></p> <p>If you did not Open to read/Close to write or type, you <b>must</b> compare word by word:</p> <ul style="list-style-type: none"> <li>• What is in your paper</li> <li>• What is on the page number you cited</li> </ul> <p>This may also help you: <a href="#">Why I Make a Big Deal about Plagiarism and Patchwriting</a></p> |
| <p>When using “” (quotation marks), protect <b>your</b> reputation by being careful with the <b>author’s</b> reputation.</p> <p>Do not use “” inaccurately and:</p> <ul style="list-style-type: none"> <li>• Make the author’s sentences look grammatically incorrect.</li> <li>• Change the author’s meaning (the bigger error)</li> </ul> <p>Final <b>Caution:</b> Proof everything you wrote against your sources and the instructions.</p>  | <p>Cleaning up your work:<br/> <a href="#">Habit 5. Quotation Changes Revealed Clearly</a></p>  |

## Link Addresses for the Good Habits for Evidence

- For Habit 1: [http://www.cjbibus.com/1301\\_1302\\_GHforE\\_HOW\\_to\\_Work\\_ReliableSourcesONLY.htm](http://www.cjbibus.com/1301_1302_GHforE_HOW_to_Work_ReliableSourcesONLY.htm)
- For Habit 2:  
[http://www.cjbibus.com/1301\\_1302\\_GHforE\\_HOW\\_to\\_Build\\_Factual\\_Accuracy\\_By\\_Verifying\\_With\\_Reliable\\_Sources.htm](http://www.cjbibus.com/1301_1302_GHforE_HOW_to_Build_Factual_Accuracy_By_Verifying_With_Reliable_Sources.htm)
- For Habit 3:  
[http://www.cjbibus.com/1301\\_1302\\_GHforE\\_HOW\\_to\\_Succeed\\_Factual\\_AccuracyThatIsVerifiableForEveryStatementYouMake.htm](http://www.cjbibus.com/1301_1302_GHforE_HOW_to_Succeed_Factual_AccuracyThatIsVerifiableForEveryStatementYouMake.htm)

For this resource with Habit 3:

[http://www.cjbibus.com/1301\\_1302\\_GHE\\_Three\\_frequently\\_asked\\_questions\\_about\\_citation.htm](http://www.cjbibus.com/1301_1302_GHE_Three_frequently_asked_questions_about_citation.htm)

- For Habit 4:  
[http://www.cjbibus.com/1301\\_1302\\_GHforE\\_HOW\\_to\\_Work\\_WithoutHalfCopyPlagiarismOrMisquoting.htm](http://www.cjbibus.com/1301_1302_GHforE_HOW_to_Work_WithoutHalfCopyPlagiarismOrMisquoting.htm)  
For this resource with Habit 4:  
[http://www.cjbibus.com/1301\\_1302\\_GHforE\\_Why\\_I\\_Make\\_aBigDealAboutHalfCopyPlagiarism.htm](http://www.cjbibus.com/1301_1302_GHforE_Why_I_Make_aBigDealAboutHalfCopyPlagiarism.htm)
- For Habit 5:  
[http://www.cjbibus.com/1301\\_1302\\_GHforE\\_HOW\\_to\\_Work\\_WithoutHalfCopyPlagiarismOrMisquoting.htm](http://www.cjbibus.com/1301_1302_GHforE_HOW_to_Work_WithoutHalfCopyPlagiarismOrMisquoting.htm)

## What Are the Basics of Good Habits for Evidence and How They Fit Your Future (Evidence Quiz 1)

Change your habits if you missed any of these Self-Test questions on Evidence Quiz 1:

\_\_\_ Question 1 - The **only** sources that you may use in this course

\_\_\_ Question 2 - Your using only the required (and thus reliable) sources for every fact you write and verifying that you read carefully before you submit

\_\_\_ Question 3 - Types of facts you must cite—those in your own words, in the author’s words, and what you think is common knowledge. **Cite** = Provide **not only** the name of the source **but also** a specific location, such as the **exact, single** page number

\_\_\_ Question 4 – **Requirements: citation** for facts in **your own** words and **citation + correct quotation marks** for facts in the **author’s** words

\_\_\_ Question 5 - Only using quotations that are useful to the reader, quoted correctly using guidance in the resources at the bottom of the Evidence folder, and quoted without making the author’s words look grammatically incorrect or—the greatest error—changing the author’s meaning

## Remaining Questions in Evidence Quiz 2

Change your habits if you missed any of these Self-Test questions on Evidence Quiz 2:

\_\_\_ Question 5 - Repeat of earlier question. **If you missed it, be careful.**

\_\_\_ Question 6 – When you do Fact-Checking, you need to do the same thing that your prof does when she grades. What does the phrase Fact Check mean? -

“to verify the factual accuracy of - *fact-check* the article before publication” To read more, <https://www.merriam-webster.com/dictionary/fact-check> - Notice the year of its first use in 1973. **Tip:** Watergate is part of that era.

\_\_\_ Question 7 – If you missed this, please think about what a boss and an upper level prof will expect in your use of evidence. If they pay you money or if you need them to write a reference, you cannot be sloppy about evidence—about reality.

\_\_\_ Question 8 - Repeat of earlier question... **If you missed it, be careful.**

\_\_\_ Question 9 – This reminds you of what is different about writing in history and a job and in different disciplines (such as science and sociology).

\_\_\_ Question 10 – This is fundamental rule across all standards that citation goes **AFTER** the fact you are citing.

\_\_ Question 11 – This covers how the Requirements provide the exact words for you to use when citing one of the required sources and how the type of tool you use to submit your writing can alter the instructions.

### Requirements Plus Links: What Is Different about History When You Read and Write (Evidence Quiz 3)

Change your habits if you missed any of these Self-Test questions on Evidence Quiz 3:

- \_\_ Question 1 How the History Department requires use of primaries, what they are, and what are some examples? For definitions of words in the History Department's Student Learner Outcomes in the syllabus and in Question 1 and 2, click on the link for [Definitions Such as Argument, Primary, and Secondary](http://www.cjbibus.com/GS_HistDept_Student_Learner_Outcomes.htm). Link Address: [http://www.cjbibus.com/GS\\_HistDept\\_Student\\_Learner\\_Outcomes.htm](http://www.cjbibus.com/GS_HistDept_Student_Learner_Outcomes.htm)
- \_\_ Question 2 How the History Department requires that you do **not** just summarize or type lots of quotations. Instead, you create an argument (figure things out in a true and simple way and provide citation).
- \_\_ Question 3 -Repeat of earlier question. **If you missed it, be careful.**
- \_\_ Question 4 – Notice in the syllabus that you can qualify to overwrite a low grade on an early part of the 3-Part Writing grade in you improve in how you work in a later part.
- \_\_ Question 5 – **Danger to understanding:** Check—**always**—*Merriam-Webster Online Dictionary* for unfamiliar words.
- \_\_ Question 6 – Check the textbook to determine how to spell historical names (such as Daniel Shays's Rebellion).
- \_\_ Question 7 – Refer to historical figures as though they are adults. **Example:** President Washington or General Washington or George Washington, but not George.
- \_\_ Question 8 – **Danger to understanding:** Check—**always**—the textbook or definitions provided by your prof to determine meaning of words.
- \_\_ Question 9– Check the textbook for the spelling of historical eras. **Example:** referring to the decade from 1741 to 1749 is the 1740s < **Caution:** notice there is **no** quotation (') before the s.
- \_\_ Question 10 - **Danger to understanding:** A century is referred to in two common ways in Western numbering. **Examples:** The 17<sup>th</sup> century refers to the 1600s or to 1600 to 1699. The 19<sup>th</sup> century refers to the 1800s or

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