

Evidence Quiz 4 - The 5 Good Habits for Evidence and Its Rubric and How Both Can Help You

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What Are the 5 Good Habits for Evidence?

Years ago a student asked me what could he do to **prevent** errors with evidence? He was in sports and used an analogy. He said **“I need to know how to hold the racket.”** The right column has common sense tips. Some came from my 4th grade teacher, others from a wonderful professor in a junior college, a few (but they were good) from my dissertation director, and many from colleagues at jobs. This may be different, but **you can do this and it will help you figure things out.**

Good Habits As Common Sense Actions You Can Do (Link Addresses for This Row)	Practical Examples for Each Good Habit
<p>Use only the sources that your prof or boss considers reliable, especially any you are told to use.</p>	<p>Habit 1. Reliable Sources Only</p>
<p>Pay attention.</p> <ol style="list-style-type: none"> 1. Read the question and notice its parts. What is the boss or prof asking you to do? 2. Read the correct part and all the parts of the sources that you are told to use. 3. Figure this out. Caution: Repeating and collecting words is not figuring something out. 	<p>Habit 2. Factual Accuracy You Verify with the Reliable Source Before You Write</p>
<p>Plan your writing:</p> <ol style="list-style-type: none"> 1. When you think that you have figured out what the sources mean and what happened, then decide what you must “teach.” 2. You do not need to teach everything, but everything you teach must be true: <ul style="list-style-type: none"> • Never cherry-pick • Never embellish (These 2 words and others are defined at the bottom of the Evidence Quizzes folder.) 	<p>Habit 3. Factual Accuracy That Is Verifiable for Every Statement You Make</p> <p>Tips: 3 Frequently Asked Questions about Citing</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"> • Use ""(quotation marks) marks accurately • Cite – show ownership accurately <p>Examples of both plagiarism and “half-copy” plagiarism are at the bottom of the Evidence Quizzes folder. Do not:</p> <ul style="list-style-type: none"> • Plagiarize (Copy whole sentences, paragraphs, etc.) • “Half-copy” plagiarize or “patchwrite” Copy sentence structure or many short phrases (See examples!) 	<p>Habit 4. No “Half-Copy” Plagiarism or “Patchwriting”</p> <p>This may also help you: Why I Make a Big Deal about Plagiarism and Patchwriting</p>
<p>When using "" (quotation marks), protect your reputation by being careful with the author’s reputation.</p> <p>Do not use "" inaccurately and:</p> <ul style="list-style-type: none"> • Make the author's sentences look grammatically incorrect. • Change the author’s meaning (the bigger error) 	<p>Habit 5. Quotation Changes Revealed Clearly</p>

Grading Rubric and the 5 Good Habits for Evidence

http://www.cjbibus.com/How_the_Rubric_Looks_Within_Turnitin.PNG

I have highlighted in yellow information that I cannot place in Turnitin's rubric, including definitions below the rubric. Click [here if you want to see the rubric as it looks in Turnitin](#). Link Address: http://www.cjbibus.com/How_the_Rubric_Looks_Within_Turnitin.PNG

Caution: The Requirements FOR Evidence Criteria (Weight 25%) refers to the instructions from **two** documents that you are to use and that are **numbered** so all requirements pop out:

- **#1 to #6** (including those with a through e) of **Common** requirements for **all** papers (**Where?** top of 2 Required Writings: Writing #1 and Writing #2)
- **#1 to #4** (including those with a through c or e) of **Specific** requirements for **each** paper (**Where?** top of Writing-#1 and also top of Writing-#2) – This link has the Common Requirements as a 2nd page.

Criteria	Criteria for A Paper Points: 89.5 to 100	Criteria for B Paper Points: 79.5 to 89.4	Criteria for C Paper Points: 69.5 to 79.4	Criteria for D Paper Points: 59.5 to 69.40	Criteria for F Paper Points: 0 to 59.4
Reading FOR Evidence (Weight 40%)	Accurately read the parts. Analyzed each one. Evaluated possible changes.	Accurately read the parts. Analyzed each one. Tried to evaluate possible changes.	Accurately read the parts. Summarized only. Did not analyze. Did not try to evaluate possible changes.	Misread or read passively (Habit 2). Made errors such as cherry-picking facts or embellishing facts (Habit 3).	Assumed (Habit 2). Used an unreliable source (Habit 1) or an incorrect or incomplete part of the source required for the question asked (Habit 2).
Writing WITH Evidence (Weight 30%)	Clearly revealed each part of the question and their possible changes. Used representative examples.	Revealed each part of the question and some possible changes. Used a few examples.	Only summarized separately each part of the question. Did not cover possible changes.	Wrote passively (Habit 2). Plagiarized or did "half-copy" plagiarism/ "patchwriting" (Habit 4). Used "" inaccurately and made the author's writing grammatically incorrect (Habit 5).	Wrote assumptions (Habit 2). Did not answer all parts of the question (Habit 2). Used "" inaccurately and changed meaning (Habit 5).
Requirements FOR Evidence (Weight 25%)	Did exactly all Common Requirements from #1 to #6 and Specific Requirements from #1 to #4.	Did most Common Requirements from #1 to #6 and most Specific Requirements from #1 to #4.	Did some Common Requirements from #1 to #6 and some Specific Requirements from #1 to #4.	Did a few Common Requirements from #1 to #6 and few Specific Requirements from #1 to #4.	Did not do Common Requirements from #1 to #6 and Specific Requirements from #1 to #4.
Mechanics (Weight 5%)	No more than one minor error.	One or more mechanical errors.	Two or more mechanical errors.	Several mechanical errors.	Many mechanical errors.

Definitions from [Merriam-Webster Online Dictionary](https://www.merriam-webster.com/) Link Address: <https://www.merriam-webster.com/>

- **Analysis** = "a detailed examination of anything complex in order to understand its nature or to determine its **essential** features"
- **Analyze** = "to study or determine the nature and relationship of the parts of (something) by analysis"
- **Change** = "to make different in some particular" or perhaps "to make radically different"
- **Evaluate** = "to determine the significance... of usually by careful appraisal and study"
- **Representative** = "serving as a typical or characteristic example"

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