# 5 Good Habits for Evidence Checklist – a Checklist for Critical Thinking

***Tip:*** Use the box in the left column to check off (√) **each** thing as you do it.

## What You Must Find Out Before You Work

Reminder: [The 5 Good Habits for Evidence and Would Anyone Pay You If You Didn’t Have These Skills?](http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm)

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| **√** | **What You Must Find Out Before You Work** | **In This Course** |
|  | What does the instructor expect from you? | [What’s a Comparison in this course or an Alternative Writing](Good_Habits_for_Evidence_What_Is_a_Comparison.pdf)  |
|  | Are there examples you can see of what the instructor expects including how you are to reveal where your evidence came from? | [What are the basics of how the Comparison looks](Student_Example_Paper_With_Pointers_ExplainingRequirements.png)What are [examples of a C, B, and A level Comparison](Good_Habits_for_Evidence_C_B_and_A_Papers.pdf) What are the basics of citation and examples of endnotes in the [student example of an A Comparison](Good_Habits_for_Evidence_A_Paper_and_Its_Citation.pdf)  |
|  | What standard do you follow for citing evidence?History uses the *Chicago Manual of Style,* and this course uses a very simple version of Chicago to show the reader (cite) the exact page of the textbook that provides evidence for what you write. | When citing the textbook, the author’s last name and the specific page. **Example if you used page 35:** I Ayers, p. 35. **Student Example:** The [student example of an A Comparison](Good_Habits_for_Evidence_A_Paper_and_Its_Citation.pdf) covers citation and shows endnotes. |
|  | How do you cite the exact page of one of the primaries provided for some of the comparisons? | Comparisons requiring primaries tell you a simple way to cite primaries. |
|  | How does the rubric determine your grade for the separate Good Habits for Evidence grade and for Comparison? | [Feedback page](GS_Rubric_Plus_Feedback_Form_DL.pdf) that is provided with your paper with your instructor’s comments.  |
|  | What are things you should not do? | [What are examples of things such as passive reading, assumptions, plagiarism, and “half-copy” plagiarism](http://www.cjbibus.com/Good_Habits_for_Evidence_Rubric_with_Links.htm) |
|  | What does the instructor want you to figure out and what are you to examine (specific pages)? | For each Comparison, there is a Content link. It gives all possible topics and lists all required pages for each topic.  |
|  | How does the instructor expect your work to look? | For each Comparison, there is an Instructions link and pre-formatted file. |

## Figuring out the Content

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| **√** | **What You Must Do** | **How to Do This** | **Good Habit** |
|  | Read all of the required content? All pages and primaries listed? | Check the Contents link | # 1 |
|  | Notice what applies to your question—and what doesn’t? | [How to verify content](http://www.cjbibus.com/1301_1302_GHforE_HOW_to_Build_Factual_Accuracy_By_Verifying_With_Reliable_Source.htm) | # 2 |
|  | Read actively all of the sentences? Look up general words you don’t know and noticing words with a historical meaning?  | [Method to read and write](http://www.cjbibus.com/1301_1302_Method_to_Read_Understand_Write_Fast.htm)[How to pay attention](http://www.cjbibus.com/1301_1302_GHforE_HOW_to_Succeed_Factual_AccuracyThatIsVerifiableForEveryStatementYouMake.htm)  | # 2 and # 3 |
|  | Use the 5 W’s chart to deconstruct facts so you can think about them (*W*ho, *W*hat, *W*hen, *W*here, *W*hy, and sometimes How)? ***Tip:*** Do not write words from the source in your 5 W’s chart. List a page number only. | Required for the Introductory Comparison[See an example.](1301_1302_Method_to_Read_Understand_5WsChart_for_GoodHabitsForEvidence.htm) | - |
|  | Use the 5 W’s chart to decide what 2-3 issues you want to Compare?(Choose issues that would help someone learn changes in history.) | Required for the Introductory Comparison [See an example.](1301_1302_Method_to_Read_Understand_5WsChart_for_GoodHabitsForEvidence.htm) | - |

## Preparing to Write and Writing – Consider these brain tricks.

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| **√** | **What You Must Do** | **How to Do This** | **Good Habit** |
|  | Looking at your 5 W’s chart, pretend to **teach** someone what your 2-3 issues. (Stammering shows you when to reread that content.) | [Method to read and write](http://www.cjbibus.com/1301_1302_Method_to_Read_Understand_Write_Fast.htm) | # 2 and # 3 |
|  | Repeat the speech until it makes sense (usually 3 to 5 times). Say it again but type it as you speak to create your rough draft. If you have a quotation to use, type it exactly and then close the book before you write anything else. | [Method to read and write](http://www.cjbibus.com/1301_1302_Method_to_Read_Understand_Write_Fast.htm) | # 2 and # 3 |

## Catching Your Own Errors Before You Submit

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| **√** | **What You Must Do Before Submitting for a Grade**  | **How to Do This** | **Good Habit**  |
|  | Check your work for accurate evidence (or proof)  | [How to check evidence](Good_Habits_for_Evidence_Checklist_Check_for_Accurate_Evidence.pdf) | # 3 |
|  | Proofread ( or proof) your work  | - | - |
|  | * For accuracy of quotation marks with all of the author’s words
 | [How to proof quotations](Good_Habits_for_Evidence_Checklist_Accuracy_of_Text_and_Quotation_Marks.pdf) | [Basics for # 4 and 5](http://www.cjbibus.com/1301_1302_GHforE_HOW_to_Work_WithoutHalfCopyPlagiarismOrMisquoting.htm) |
|  | * For correct use of language in general and for the discipline of history
 | [How to proofread for clarity](Good_Habits_for_Evidence_Checklist_Language_and_Clarity.pdf) | - |
|  | If you can wait 24 hours, proof it again before you submit | - | - |

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