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| Overview of the *Chicago Manual of Style,* Endnotes, and Evidence This block of information is repeated in the link just above the 4 pages on the *Chicago Manual of Style*, the manual used by history, in the link on endnotes for Unit Writing Exams, and in the link on endnotes for Analysis of Primary Sources. What’s Different about *Chicago Manual of Style* and the Citations for This Course In this course, we:   * Use a simple format for our endnotes for both pages from the textbook and for primary sources * Do not use a bibliography (a list of works cited)  The Pages about *Chicago Manual of Style* Citation Provided in Evidence Matters Be sure you read with care the first page provided in Evidence Matters. It covers both:   * The concept of endnotes * What can make evidence false, including “half-copy” plagiarism and patchwriting.  What the Word *Supports* Means Everything you write (or say) must be *supported* by evidence from the department’s chosen textbook or sources in the course. S*upported* means that readers would say you read the source carefully and wrote honorably (no cherry-picking or embellishing):   * If they used a reliable dictionary for the meaning of words * If they read carefully the whole section and the part preceding and following it * If they carefully compared your statements with the page you cite  Quick Background about What Kind of Citation You May Have Done in the Past You may be used to writing citation within your writing. For example, you may be used to writing something like (McPherson 129) within your sentence when the author is McPherson and the page you are using is 129. Writing the citation within the line of text is used in some standards.  On the other hand, the *Chicago Manual of Style* does not place the words about the citation within the line. It refers to the citation by a superscript number—such as this 1—within the line. That method makes it possible to do two broad things:   1. To give all of the evidence where anyone can immediately go to the exact page 2. But not have that evidence interrupt the flow of the information   These two things match the goals of the History Department and of this course:   1. For History, you must have evidence for what you write. (See the goals on page 2 of the syllabus.) 2. For this course, you must be factually accurate and explain simply as though you were trying to **teach** someone the information. ***Tip:*** If you want to learn something, try to teach it.   The instructions for the simplified methods of using endnotes in this course are provided for:   * Unit Written Exams for Unit 1 and Unit 2 * Analysis of Primary Sources |