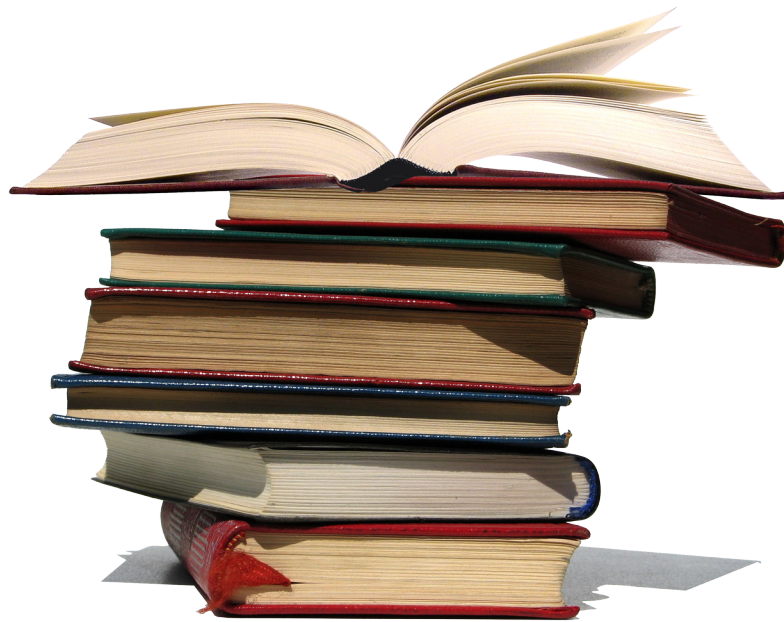


# Teacher Guide

FOR **Research Tutorials**



# HIGH SCHOOL

Correlated to the Common Core State Standards (CCSS)

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# TUTORIAL 1: PLANNING A PAPER

## Tutorial 1 Objectives

When students complete this tutorial, they should be able to

- Explain how to choose and narrow down a topic for a research paper.
- Explain how to formulate a question to be answered with research when planning to write a research paper.
- Understand that audience determines word choice when writing a research paper.
- Differentiate between objective and subjective writing.
- Understand the purpose of a thesis statement in a research paper.
- Identify and use common organizational structures such as cause and effect and comparison and contrast.

## Tutorial 1 Summary

In this first tutorial, students learn to plan to write a research paper. They learn how to choose a topic of interest and narrow down this topic so that it can be thoroughly researched and discussed in a paper. Students learn to create a question about this topic that they can answer through research. Audience is also discussed in this tutorial; students learn that they should write for a general audience, one that knows little or nothing about the topic.

A good research paper consists mainly of objective writing, writing that is based on facts. Students must differentiate between objective and subjective writing in this tutorial.

A research paper should include a thesis statement that is clear, original, and defensible. Students are introduced to thesis statements in Lesson 4 of this tutorial. Students will learn to write a working thesis and choose an organizational structure as part of the planning process.

## Selecting a Topic That Interests You

CCSS: W.2a, W.5



### Activate Prior Knowledge

Remind students that there are different types of papers and that Questia School Research Tutorials were designed to help them learn to write a research paper.

**Ask:** *What is a narrative? What is a research paper? What is an argument?* (Students should say that a narrative tells about a personal experience, a research paper gives information about a topic, and an argument tries to persuade readers to feel a certain way about a topic.)

**Say:** *A narrative does not incorporate research, but a research paper certainly does. An argument might also use research. In this lesson, you'll learn how to begin writing an informative research paper.*

**Say:** *Think about the last time you read something that used research. What did you read?* (Students may say that they read an article or a book that used research.)

**Ask:** *If you have written a research paper in the past, what steps did you follow?* (Accept all responses. Students may say that they made an outline, conducted research, completed a rough draft, and then a final draft.)



### Ensure Understanding

Remind students that a research paper is a presentation of what you have discovered about a topic based on several sources. **Say the following and write key words from each sentence on the board:**

- *A research paper has a topic that is narrow enough to research.*
- *It has a clear thesis statement that answers a question you came up with before you conducted research.*
- *It uses a variety of outside sources and includes direct quotations.*
- *It utilizes a clear organizational strategy.*
- *It uses formal language that is grammatically correct.*
- *It has a bibliography or a works cited page listing research sources.*

## Selecting a Topic That Interests You

CCSS: W.2a, W.5



### Teach It!

After watching the video for this lesson, model the process of choosing a topic with students.

**Say:** *The video says that you should make a list of your personal interests because you'll enjoy research more if the topic interests you. These are some of my personal interests:*

Write these topics on the board:

1. Technology
2. Education
3. Wildlife

Guide students into a discussion to understand that these topics are too broad. Have students brainstorm each. Remind them that this was done on the video.

Interest	Potential Topic
Technology	The influence of texting on language
Education	School uniforms and student behavior
Wildlife	The endangered Florida manatee

Point out how researching these topics will be much easier if the topics are narrow.

Help students see that the next step in writing a research paper is to come up with a question that they will use research to answer. Consider these questions:

1. Does texting affect the way people write and speak?
2. Do students wearing school uniforms behave better in school?
3. What caused the Florida manatee to become endangered, and what is being done to save it?

Explain that research will help students come up with answers to these questions. Researching the answer to a question will help them create a working thesis. Tell students that a thesis statement tells the reader specifically what your paper is about. A working thesis is in progress and not in its final form. You might tweak it as you conduct more research and write your paper. Tell students that they will learn more about thesis statements in Lesson 4 of this tutorial.

Tell students that they may have to research several questions for topics before they find one that works. Even if a student chooses a topic of interest and develops a solid research question, he or she needs adequate research to write a paper. If the research doesn't exist, the topic won't work.

## Selecting a Topic That Interests You

CCSS: W.2a, W.5



### Extra Practice

For homework or as an extra-credit assignment, have students choose five of these topics and narrow them down. Have students write a question about each narrowed-down topic that they could answer by conducting research. Encourage students to consider one of their narrowed-down topics for the research paper they will write according to the directions in the workshops in this guide.

1. Health
2. Environment
3. Politics
4. Science
5. Technology
6. Psychology
7. Education
8. Crime and Law
9. Business
10. Media



## Considering What Your Readers Know About the Topic

# T1: Lesson 2

CCSS: W.2.a, W.2.b, W.4, W.5, L.2.a



### Activate Prior Knowledge

**Say:** *Suppose you watched a great movie last night. What words would you use to tell your friend about the movie? Now suppose your high school principal asks you about the movie. What words would you use to tell this person about the movie? (Students should indicate that they would use informal language when speaking to a friend and formal language when speaking to a principal.)*

Point out that the difference in word choice reflects the audience you are speaking to. Explain that your audience affects the way that you write as well.



### Teach It!

Have students watch the video for this lesson.

**Say:** *The amount of research you do depends on your audience.*

Write this research question from Lesson 1 on the board or other display surface:

What caused the Florida manatee to become endangered, and what is being done to save it?

Point out that the video says that the teacher is the audience for most research papers students will write in high school. Explain that their teacher is a member of a general audience. This type of audience consists of many people—and some of them might not know what a Florida manatee is. You need to explain your ideas thoroughly for a general audience and write in a language that is clear and easy to understand.

Bring students' attention back to the question on the board.

**Say:** *Suppose you were writing a research paper about this topic for the general public, people such as students and teachers. Now suppose you were writing a research paper about this topic for scientists. How would the research be different? (Students should note that the research paper written for scientists would be much more complicated. It would not define easy concepts because scientists would already know this information.)*



### Extra Practice

Tell students that it often helps to imagine a specific person as their audience when writing a research paper. Have them jot down a person who might be their audience for each of these topics. Invite volunteers to share their responses with the class. Accept all reasonable responses.

- A narrative essay about an exciting trip
- An argumentative essay about why your town needs a park
- A research paper about cloning animals
- An informative essay about redwood trees

## Considering What Your Readers Know About the Topic

## T1: Lesson 2

CCSS: W.2.a, W.2.b, W.4, W.5, L.2.a



### Brush Up on Grammar

Remind students that the semicolon is used to separate closely related sentences.

**Say:** *A semicolon suggests a pause greater than a comma but less than a period.*

Write this sentence on the board:

See me after school; I will help you with your homework then.

**Say:** *We can use a semicolon to join these sentences because they are closely related.*

## Developing an Objective Stance

CCSS: W.1.a, W.1.b, W.1.d, W.2.e, W.7, L.2.a



### Activate Prior Knowledge

**Ask:** *What is a fact?* (Students should say that a fact is a statement that can be proven.)

**Ask:** *What is an opinion?* (Students should say that it is what someone thinks.)

**Ask:** *Do you think a research paper should contain mostly facts or opinions?* (facts)

**Say:** *In this lesson, you'll learn the importance of being objective when you write a research paper. What do you think it means to be objective?* (Students may say that an objective research paper is based on facts.)



### Teach It!

Have students watch the video for this lesson. Then initiate a discussion about how they can use sources objectively.

Write these definitions on the board:

**Subjective statement:** comes from one's own mind

**Objective statement:** comes from facts without distortion

Point out that subjective statements are based on emotion while objective statements are based on facts.

**Ask:** *Why is it important to make objective statements when you write a research paper?* (Students may say that a research paper will not be taken seriously unless it is objective.)

Write the following on the board and have students discuss whether each is mainly subjective or objective. Accept all reasonable responses.

- A newspaper article
- A newspaper editorial
- A television news show
- An advertisement



### Activate Prior Knowledge

**Say:** *Remember that when you write in the first person, you use "I." When you write in the second person, you use "you." When you write in the third person, you use "he, she," or "it."*

**Ask:** *Which is the most formal?* (Students should say the third person.) Explain that when you write objectively, you most often use the third person. Have students write three sentences, one in the first person, one in the second person, and one in the third person.

## Developing an Objective Stance

CCSS: W.1.a, W.1.b, W.1.d, W.2.e, W.7, L.2.a



### Work In Pairs

Pair up students and have them write a response to this question: How can a lack of objectivity keep a person from making a good decision? Ask pairs to include an example to support their response. Have pairs share their response with the class.



### Brush Up on Grammar

Remind students that the exclamation point is used to indicate strong feeling. Write this sentence on the board:

I am so happy to see you!

Explain that the exclamation point should not be used in a research paper.



### Extra Practice

Write these sentences on the board or another display surface. Initiate a whole-class discussion about whether each statement is subjective or objective and why.

1. Basketball is a more exciting game than baseball. [subjective]
2. Texting while driving is dangerous. [objective]
3. An apple is a healthy snack. [objective]
4. Reality television shows are not as interesting as they used to be. [subjective]
5. The cost of gasoline makes it too expensive to drive a car. [subjective]

## Composing a Thesis

CCSS: W.1.a, W.1.d, W.2.a, W.2.d



### Activate Prior Knowledge

Write the research questions you developed in Lesson 1 on the board:

1. Does texting affect the way children write and speak?
2. Do students wearing school uniforms behave better in school?
3. What caused the Florida manatee to become endangered, and what is being done to save it?

**Say:** *A thesis statement is an answer to each of these questions. It expresses an idea that can be supported by research. It states what your paper will be about.*



### Teach It!

Have students watch the video for this lesson. Point out that the video says that a thesis is a clear, original, defensible statement.

**Ask:** *What does “defensible” mean as it is used here? (Students should respond that you can defend it with research.)*

**Say:** *Remember that when you first write your thesis, it’s called a working thesis. This is because you will most likely revise it as you conduct research and write and revise your paper.*

Explain that students need to take into consideration the “size” of their thesis in relation to the requirements of the assignment. Write the following thesis statements on the board. Initiate a whole-class discussion about each. Have students choose the thesis statements they think could be proven in a three-to-five page research paper. Accept all reasonable responses and explanations.

- Capital punishment should be illegal in the United States because it is not used fairly.
- Because art classes benefit elementary students, they should not be eliminated from school budgets.
- People should consider purchasing electric cars because the benefits outweigh the costs.



### Work in Pairs

Pair up students. Have them write a thesis statement answering one of the questions you wrote on the board in the beginning of the lesson. Have students use Questia School to determine if there is enough research to support their thesis statement.

## Organizing Your Ideas

CCSS: W.1.a, W.2.a



### Activate Prior Knowledge

**Ask:** *What is the difference between a formal outline and an informal outline?* (Students may say that a formal outline uses Roman numerals and letters, and an informal outline may consist of ideas jotted down in any way that makes sense.)

**Ask:** *How can an outline help you plan a research paper?* (Students may say that an outline can help you stay on track when you're writing a paper and better organize your ideas.)



### Teach It!

Have students watch the video for this lesson.

**Ask:** *What is a cause-and-effect organizational structure?* (Students may say that it begins by discussing the cause of a problem and then examines the effects of the problem.)

**Ask:** *How might you organize a paper that compares and contrasts two ideas, events, or objects?* (Students might say that you can explain one idea first and then the other or discuss both ideas point by point.)

Explain that creating an informal outline of your ideas can help you choose an organizational structure. Write this informal outline on the board or other display surface before the lesson:

1. Reasons why the manatee is endangered:
  - injuries from watercraft
  - cold snaps/cold water
  - habitat destruction
2. What is being done to save the manatee:
  - rescue and rehabilitation
  - enforcement of lower boating speeds
  - increased public awareness of dangers
  - relocation to warmer waters
3. Future outlook

**Ask:** *What kind of organizational structure might work for this research paper?* (Guide students to see that a cause-and-effect organizational structure would work, but accept other reasonable responses.)

## Organizing Your Ideas

CCSS: W.1.a, W.2.a



### Work in Groups

Break students into small groups. Have each group do the planning for an argumentative essay. Have them choose a topic and a working thesis statement. Have them use Questia School to create an informal outline for the topic they choose. They should then choose an organizational structure. Groups should present their findings to the class.



### Brush Up on Grammar

Remind students to put a comma after a dependent clause when it is at the beginning of the sentence but not when it is at the end. Write these sentences on the board:

Because it snowed, we did not have school on Wednesday.

We did not have school on Wednesday because it snowed.

**When students have completed the activities in this guide for Tutorial 1, have them take the Questia School quizzes online.**

## Tutorial 1 Workshop

CCSS: W.2.a, W.2.b, W.7, W.8

Explain to students that they will write a research paper step by step as they complete the workshops at the end of each tutorial in this guide. Have students keep their work in a folder that you can collect and check after they complete each workshop. For this workshop, be sure to give students feedback regarding their topic; check to be sure that students' topics are narrow enough to be covered in a five-to-eight page research paper.

Students should do the following for Tutorial 1 Workshop:

- Choose a topic.
- Narrow down the topic.
- Create a question to be answered with research.
- Use Questia School to conduct initial research.
- Write a working thesis.
- Choose a possible organizational structure.
- Create an informal outline.



# **TUTORIAL 2: CONDUCTING RESEARCH**

## **Tutorial 2 Objectives**

When students complete this tutorial, they should be able to

- Read assignments carefully to understand the requirements.
- Recognize the differences between primary and secondary sources and determine how each will benefit their research.
- Create detailed research schedules or plans that provide enough time for each task.
- Use various resources to search for relevant print and on-line sources.
- Take detailed notes on the sources they have retrieved.

## **Tutorial 2 Summary**

In this second tutorial in Questia School, students will learn the steps they should follow when conducting research for an assignment. You will guide them through each step in the process, from reading and understanding the assignment's directions to preparing documented notes on research. These lessons will help prepare students for future research projects.

## Knowing the Requirements of the Assignment

CCSS: W.4, W.5

## T2: Lesson 1



### Activate Prior Knowledge

Remind students that they are expected to meet certain requirements every day.

**Say:** *In this lesson, you'll learn about common requirements for research projects.*

**Say:** *Think about the requirements for this class. What are you required to do to earn a satisfactory grade? (Students may say that they need to attend class regularly, participate in class, and turn in their work on time.)*

**Say:** *When conducting research, you must also meet certain requirements. Before you can get started on your research, you need to understand what these requirements are.*



### Teach It!

After watching the video for this lesson, discuss the three main objectives with the students.

**Say:** *The video explains that you must know the deadlines, the minimum requirements, and the ultimate goal of your research project.*

Write these topics on the board:

1. Deadlines
2. Minimum requirements
3. Ultimate goal

Remind students that they can find important information in the assignment directions. However, be sure that they understand that everything they need to know may not always be included in the directions.

Write the following assignment on the board:

### Persuasive Essay Assignment

Write a persuasive essay on a topic of your choosing. Your essay must be at least three typewritten pages. You must include two sources that provide support for your essay. Use Questia School to conduct your research. The purpose of this essay is to convince your fellow students to side with your position. Your essay must include a proper introduction, body, and conclusion. The deadline for your final draft is [date].

## Knowing the Requirements of the Assignment

## T2: Lesson 1

CCSS: W.4, W.5

**Ask:** *After reading these directions, what do you know about the deadline, the minimum requirements, and the ultimate goal?* (Students may respond by giving the date that the paper is due. They may also note that the paper is persuasive, that they can choose their own topics, and that they must include two sources that support their positions. Students should understand that their ultimate goal is to convince their fellow students to side with them.)

Write the students' responses on the board in a column titled "What You Know about the Assignment."

Help students understand that they may need more information before they can start their research projects. Create another column on the board titled "What Else Do You Need to Know?"

Ask students to reread the assignment and think about what information has been left out. Then ask them what questions they might have for the instructor after reading the assignment directions again. Write their responses on the board in the new column.

Sample student responses may include the following:

- Are there any topics that are off limits?
- Are there any sources that are off limits?
- Do I need to write a paper proposal or a rough draft?
- When are the proposal and rough draft due?
- Should my paper have a formal tone?
- Is there a particular font I should use?
- What documentation style should I use?

Explain that asking questions to clarify the instructor's directions will help students ensure that they have all the necessary information to complete their research project.



### Extra Practice

For homework, have students imagine that they are teachers creating an assignment for their students. Tell them to assign their class an argumentative essay. Their assignment should include the following:

- the goal of the assignment
- the length of the assignment
- the deadline for the rough draft
- the deadline for the final draft
- the number and types of sources students should use

Students should feel free to add additional requirements to the assignment. Tell students to type their assignment and hand it in for a homework grade.

### Comparing Primary and Secondary Sources

CCSS: W.2.b, W.8, W.9



#### Activate Prior Knowledge

Ask students to think about other research projects they have completed.

**Ask:** *What types of sources did you use in your research project? On the board, write a list of the responses students give. (Students may offer the following responses: books, newspaper articles, journal articles, speeches, websites, or videos.)*

**Say:** *When conducting a research project, it is important for you to understand the difference between primary sources and secondary sources. In some cases, your instructor may ask you to use a certain number of primary or secondary sources. Understanding the difference between these two types of documents will help you determine which sources will provide the best support for your research project.*



#### Teach It!

Have students watch the video for this lesson.

**Say:** *Imagine that you are writing a research paper about how the 1960s continues to influence American society. Think about how primary and secondary sources would provide support for your argument.*



#### Work in Pairs

Ask students to work in pairs to come up with a list of sources that might help support the argument that the 1960s continues to influence American society. They may use Questia School to research their ideas. As they compile their lists, have students divide their sources into primary and secondary sources.

After students complete their lists, ask them to share their ideas with the class. Ask each pair for one of their sources and ask them to identify it as a primary or a secondary source. This will give you the opportunity to correct any misinterpretations and discuss what makes something a primary or a secondary source.

List some of the students' responses on the board in two columns as shown below.

#### Primary Sources

- A transcript of Martin Luther King Jr.'s "I Have a Dream" speech
- The text of the Civil Rights Act of 1964
- The original broadcast of the moon landing

#### Secondary Sources

- An essay about how Woodstock influenced musicians
- A magazine article describing Americans' feelings about the Vietnam War
- A book about how women's fashion changed during the 1960s

### Comparing Primary and Secondary Sources

CCSS: W.2.b, W.8, W.9

As you list students' responses on the board, ask them to think about which type of source would offer the most support for the argument that the 1960s continues to influence American society.

**Ask:** *How would these primary sources benefit your research paper? Would you include any of these secondary sources? Why or why not?*

Explain that many research projects use a combination of primary and secondary sources. Help students understand that these two types of documents provide support in different ways.

**Say:** *The text of President John F. Kennedy's inaugural address may help readers understand why the 1960s was such an important time in American history, but a historian's interpretation of the speech may provide additional support for the argument that the events of this decade continue to influence Americans today.*

## Developing a Research Plan and Schedule

CCSS: W.5, W.7, L.2.a



### Activate Prior Knowledge

Remind students that most people follow some sort of plan or schedule almost every day. Model this for students by writing your day's schedule on the board.

#### Sample schedule:

6:30 a.m. — Wake up  
 7:00 a.m. — Eat breakfast  
 8:30 a.m. — Arrive at school  
 9:00 a.m. to 12:00 p.m. — Teach class  
 12:00 p.m. — Eat lunch  
 1:00 p.m. to 3:00 p.m. — Teach class  
 3:00 p.m. — Dismiss students  
 3:00 p.m. to 4:00 p.m. — Grade papers  
 5:00 p.m. — Head home

Explain that schedules and plans keep us on track and help us complete important tasks each day.



### Teach It!

Have students watch the video for this lesson.

**Say:** *When tackling a research project, you must build time into your busy schedule to ensure that you complete all the necessary steps in the assignment.* Explain that planning should start early.

**Say:** *Video 3 provides an example of a schedule for a research project that is due in a few weeks. For some research projects, you may only have a week or two to complete all the steps in an assignment.*

Draw a sample of a calendar on the board.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7	8 <i>Paper assigned</i>	9	10	11	12	13
14	15	16	17	18	19	20
21	22 <i>Paper due</i>	23	24	25	26	27

**Developing a Research Plan and Schedule**

CCSS: W.5, W.7, L.2.a

**Say:** *As discussed in Lesson 1, the first step in starting a research paper is to understand your assignment. After that, you can follow the steps discussed in this video to start building a plan. It's important that you devote enough time to each step in the process.*

Write the following steps on the board:

- Read through your assignment.
- Choose a topic.
- Research your topic using Questia School.
- Take notes on your research.
- Develop an outline.
- Write a rough draft.
- Cite your sources.
- Edit and revise your paper.

Tell students to look back at the calendar on the board. The calendar shows that students have about fourteen days to complete their assignment.

**Work in Groups**

In groups of three or four, ask students to develop a sample research schedule for the assignment on the calendar. Tell them to include enough time to complete each step in the process. Remind students that they may need additional time for some tasks. They should build more time into their research schedule to account for any issues that may arise during the research process. Students must also consider other responsibilities—including jobs, family obligations, and other school work—as they develop their schedules.

Ask students to share their completed schedules with the class. As a class, discuss the advantages and disadvantages of each schedule.

**Developing a Research Plan and Schedule**

CCSS: W.5, W.7, L.2.a

**Brush Up on Grammar**

Students sometimes have trouble hyphenating words. Explain that the dictionary is the best place to check hyphenation. Style guides also provide information on hyphenation rules. You can help students understand hyphenation by asking them to consider if the word or phrase they wish to hyphenate is a compound modifier. In most cases, a compound modifier is hyphenated when it comes before a noun.

Write this example on the board:

Your full-length paper is due on October 22.

Explain that “full-length” is modifying the noun “paper.” A hyphen is required to provide a clear understanding for the reader.

However, make sure students understand that a hyphen is not always used when a modifier comes before a noun.

Write this example on the board:

The high school students left class early on Monday.

“High school” modifies the noun “students,” but this modifier is considered an open compound. Therefore, it does not require a hyphen. This is because the phrase “high school” is so common that there is little chance that leaving out the hyphen will confuse the reader.

Remind students to check the dictionary or a style guide if they have trouble determining whether a word should be hyphenated.



### Locating Print and Online Sources

CCSS: W.6, W.7, W.8, W.9, L.2



#### Activate Prior Knowledge

Ask students to think about the last time they were online.

**Ask:** *Did you look up anything using Google or Yahoo?* Tell students that each time they use these search engines to find the address of a restaurant or the time a movie starts, they are actually conducting research.

**Say:** *When you conduct research for a project, you may be asked to find both print and online sources.*



#### Teach It!

After watching the video for this lesson, discuss the different ways to search for print and online sources with students.

**Say:** *Some instructors may require you to find a certain number of print and online sources for your research project.*

On the board, create two columns: **Print** and **Online**.

Ask students to think about the types of resources that would help them locate print and online sources. Put their responses in the columns on the board.

Sample responses may look like this:

#### Print

- Library catalogs
- Databases
- Search engines

#### Online

- News sites
- Government sites
- Scholarly sites
- Search engines

As you continue your conversation, remind students that they need to use keywords to help narrow their search. As discussed in the video, a general search term may yield too many results.

**Say:** *When using search tools, be sure to use specific keywords and Boolean operators. This will help ensure that you find information relevant to your topic.*

However, be sure that students understand that a very specific search term may not yield any useable results. Because of this, students should make a list of alternate keywords or phrases that could help in their search.

### Locating Print and Online Sources

CCSS: W.6, W.7, W.8, W.9, L.2

Have students practice this by asking them to imagine that they are researching the effects of deforestation.

**Ask:** *What other words or phrases would help you find relevant information on this topic?*

Ask students to write down a few of these words or phrases. Then have volunteers share their responses with the class.



### Work in Pairs

Pair up students and have them think of a topic that interests them. Have pairs use Questia School to find two print sources and two online sources about this topic. Have students turn in their sources for extra credit.



### Brush Up on Grammar

When writing a research paper, students may use relative clauses to help explain their ideas. Knowing when a relative clause is restrictive or nonrestrictive can be difficult for students. Help students understand the difference between a restrictive and nonrestrictive clause.

Write the following sentences on the board:

The speech that the president gave inspired many Americans to become involved in politics.

The speech, which was given on a cold morning in January, called on young people to serve their country.

Explain that a restrictive clause is an essential part of the sentence. It cannot be removed without changing the meaning of the sentence. Restrictive clauses are often introduced by “that” and do not require the use of commas. A nonrestrictive clause is considered additional information. You can safely remove this information without changing the meaning of the sentence. These clauses are often introduced by “which” and are set off by commas.

### Taking Precise, Documented Notes

CCSS: W.5, W.8, L.1



#### Activate Prior Knowledge

Remind students that they take notes every day in class to help them understand their instructor's lectures. Have them think about the notes they take.

**Ask:** *Do you write down everything your instructor says? Do you summarize the main points? You will most likely find that many students, unless they write or type remarkably fast, summarize the main points during a lecture.*

**Say:** *The note-taking skills you use in class are similar to the skills you will use when taking notes for your research paper.*



#### Teach It!

Have students watch the video for this lesson. After watching the video, ask students to think about the key pieces of information they should record about a source. In addition to noting relevant quotations and summarizing main ideas, students will also need to include information for their bibliographies or works cited pages.

**Ask:** *What additional information should you record about the source? Write students' responses on the board.*

Sample responses may include the following:

- Author's name
- Title of publication (book, journal, website)
- Publication location (if applicable)
- Publication date
- Date source website was accessed
- URL (if applicable)
- Volume or issue numbers (if applicable)
- Page numbers (if applicable)



#### Work in Groups

Have students create a sample note for a source they located in Tutorial 1 Workshop. Have them share their sample note with group members for feedback.

### Taking Precise, Documented Notes

CCSS: W.5, W.8, L.1



#### Brush Up on Grammar

Write the following list on the board:

- Students look forward to the spring.
- The north was at odds with the south during the civil war.
- The senator planned to give a speech on foreign policy.
- The teachers asked Ms. Smith if the school could start a club about local history.

Remind students that it's important to understand capitalization rules when writing a research paper.

**Say:** *Knowing when a noun should be capitalized can be a little tricky. Proper nouns—the specific name of an individual, a place, or a thing—should always be capitalized.*

Have students read the sentences on the board. Then ask them to identify the nouns that should be capitalized in each sentence. Remind students that some sentences may not contain any errors.

**When students have completed the activities in this guide for Tutorial 2, have them take the Questia School quizzes online.**

CCSS: W.2.a, W.2.b, W.7, W.8

For this workshop, give students the following assignment:

Write an informational research paper on the topic of your choosing. Your final paper should be five to eight pages long, including the works cited page. Integrate at least five sources into your paper. Also include one media source and one primary source if these sources are available and relevant to your essay. Follow MLA documentation. A rough draft of the paper is due [date.] The final paper is due [date.]

Students should do the following for this workshop:

- Create a research schedule.
- Use Questia School to find at least ten possible sources. They should look for both print and online sources about their topic.
- Find at least one primary source about their topic.
- Take notes on these sources.
- Revise their working thesis.
- Revise their informal outline.

# **TUTORIAL 3: USING THE LIBRARY**

## **Tutorial 3 Objectives**

When students complete this tutorial, they should be able to

- Locate materials using the library's databases.
- Understand what materials the library has to offer.
- Locate relevant books using the library's catalog.
- Find useful articles using the library's databases.
- Understand how librarians can aid students in their research.

## **Tutorial 3 Summary**

In this third tutorial, you will help students understand how to navigate the library. You will explain the various resources the library has available to help students find books, articles, and multimedia sources for their research projects. These lessons will prepare students for their next trip to the library.

## Using the Library Online

CCSS: W.6, W7, W.8, L.2



### Activate Prior Knowledge

Ask students to think about the last time they completed online research.

**Ask:** *Did you use a general search engine? Did you use online resources through your school library?* Explain that using an online library like Questia School or a school library database can provide useful information for their research projects.



### Teach It!

Have students watch the video for this lesson.

After students watch the video, write the following topics on the board:

- Keyword search: bias in the media
- Title search: *A Tale of Two Cities*
- Author search: Jane Austen
- Subject search: special interest groups

Ask students to access Questia School to perform these searches. As they search, have students take notes about their results.

**Say:** *Note what you see when you perform these searches. Think about these questions as you search.*

Write the following questions on the board or other display surface:

- How many results does the keyword search return? Would you need to narrow down your search to find relevant information?
- Does the title search bring up the book you're looking for? Is this book the first result?
- Does the author search bring up books and articles about the author, books by the author, or both?
- How many results does the subject search return? Will you need to narrow down this topic to find relevant information? Does the search return books and articles?

Explain that noticing these results will help them refine their searches in the future.

Remind students that there are different types of online library databases. School and local library databases can help them locate physical books and articles available in the library at that moment. Some databases, such as Questia School, also allow students to read the full text of a book or an article online.

## Using the Library Online

CCSS: W.6, W7, W.8, L.2



### Brush Up on Grammar

Students may need to include key dates in their research papers. Using proper punctuation around these dates is important.

Write these sentences on the board:

- The trial began on January 20 2003 in St. Paul, Minnesota.
- In April 2007 the bill was signed into law.
- In 2011 the Earth Day parade was a huge success.

**Ask:** *Where should commas be included in these sentences?*

Explain that a comma must be used to set off the year from the rest of the sentence when the entire date is included in running text. If only the month and the year are included, a comma is not necessary. Additionally, a comma should not be used to set off a holiday from the rest of the text when the year is included.



### Understanding the Sources Available

CCSS: W.6, W.8, W.9



#### Activate Prior Knowledge

Have students think about the sources they've used in previous research projects.

**Ask:** *Where did you locate these sources?* Students may respond by saying that they did research online or in their school library.

Remind students that understanding what sources are available in their school library or online will help them determine which sources are appropriate for their research projects.



#### Teach It!

Have students watch the video for this lesson.

After watching the video, remind students that school libraries and online resources allow users to access a wide variety of sources. These sources may be general or specialized. Understanding the difference will help them find the most relevant information.



#### Ensure Understanding

Help students understand what information they might find in different sources. Discuss the following topics with the class:

- **General reference works**—These reference works may include general encyclopedias, atlases, and almanacs. Encyclopedias will include a brief overview of a topic. Atlases will provide maps and information about countries while almanacs will provide statistical data.
- **Specialized reference works**—These specialized sources will focus on a particular subject area, such as medicine or psychology, to provide a more in-depth look at a topic.
- **Periodicals**—These may include newspapers, magazines, and journals that are published regularly.
- **Multimedia sources**—CDs, DVDs, and online presentations may also provide important information related to students' research topics.



#### Work in Groups

In groups of three or four, ask students to develop a plan to find both general and specialized reference works for a research paper on author T. S. Eliot. As they develop their plans, tell them to think about where they would search for information first. Students should plan to use the school library as well as Questia School for their research.

**Understanding the Sources Available**

CCSS: W.6, W.8, W.9

Write a sample plan on the board:

1. Search the school library's reference section or Questia School for general encyclopedia entries.
2. Look for a specialized reference work that might relate to T. S. Eliot, such as the *Encyclopedia of Literature*.
3. Search both resources for biographies of T. S. Eliot from reputable publishers.
4. Use Questia School to search for relevant periodical articles on T. S. Eliot.
5. Use the school's online database to locate CDs or DVDs that might contain relevant information on T. S. Eliot.

Ask students to share their plans with the class.

**Ask:** *Why might you consider searching for a general reference work first?* (Students may feel that a general reference work will provide a good jumping-off point for their research.)

Explain that general reference works provide useful overviews that could lead to additional research ideas. After taking notes on the general reference work, students may have a better idea of what specialized sources they should consult as they continue their research. Remind students that they should not rely on one type of source. Encourage them to consult different types of sources, including multimedia sources, as they complete their research.

## Finding Books

CCSS: W.6, W.8, L.1



### Activate Prior Knowledge

Have students recall the last time they searched for a book in their school library.

**Ask:** *Did you have an easy experience finding what you needed?* (Students who were unfamiliar with how to use the library may have had trouble locating books on their research topics.)

Explain that libraries have resources that can make finding books easier.



### Teach It!

Have students watch the video for this lesson.

After watching the video, direct students to their school's online library catalog.

**Say:** *Imagine that you are writing a research paper about how texting affects the way a person writes and speaks. Use the online catalog to search for a book about this topic.* Explain to students that they might not find an entire book about this topic, but they may find a book with a chapter about this topic.

Remind students that if they were actually writing a research paper about this topic, they could ask the school librarian to obtain a book from another library through interlibrary loan. If their searches return too many results, have them narrow the search using Boolean operators.

Once they find a relevant book, ask students to see if the library has the book onsite. Once they find the book's call number, they can search for book in the library stacks. If the library does not have the book, encourage students to search WorldCat to see if any local libraries have it.

Remind students that the school librarian may be able to obtain the book from another school through interlibrary loan. While interlibrary loan is a great option for obtaining books, students should be aware that it does take time for the book to arrive. Make sure that they understand that they will have to adjust their research schedules to accommodate any delays.



### Brush Up on Grammar

In research papers, students may refer to collective nouns, or nouns that describe a group. Knowing when to use a singular or plural verb with a collective noun can be tricky.

Write the following sentences on the board:

The board meets every Tuesday evening.

The staff have different responsibilities.

Explain that the collective noun “board” is used as a single unit in the first example. Because of this, the verb is singular. In the second example, the members of the collective noun “staff” are acting as individuals. Therefore, the verb is plural.

## Finding Articles

CCSS: W.6, W.7, W.8



### Activate Prior Knowledge

Ask students what magazines or newspapers they read in their spare time. (Students' responses may include *Entertainment Weekly*, *USA Today*, and *People*.)

**Say:** *These are all periodicals, meaning that they are published at regular intervals. Periodicals may be published daily, weekly, monthly, or quarterly.*

Explain that periodical articles can provide relevant information for research assignments.



### Teach It!

Have students watch the video for this lesson.

After watching this video, direct students to Questia School.

**Say:** *Conduct a periodical search using the keywords 2012 presidential election.*

Ask students to note the types of results that are returned. They may see newspaper articles, magazine articles, and journal articles.

**Ask:** *If you were looking for the latest information on this topic, what type of periodical would you search for?* (Students may suggest that a newspaper would provide the most up-to-date information because most are published daily.)

Remind students that they can filter their searches to find the most recent articles available in the database. This will help limit the results.

Explain that it is important to look at a variety of periodicals when conducting research. Different kinds of periodicals may offer different perspectives on the same subject.

Remind students that some periodicals are specialized, meaning they contain articles related to a particular subject area. For example, students may see the *Journal of Law and Politics* in their search for information on the 2012 presidential election.

**Say:** *It's important to remember that the full text of some articles may not always be available through an online database. Some will only offer abstracts, or short summaries, of what the article is about.* If students find an abstract of an article they would like to use, they should contact their school librarian to find out how they can locate the full text of the article.



### Extra Practice

For homework or as an extra-credit assignment, ask students to use Questia School to search for sources about how texting affects the way a person speaks and writes. Ask them to try to find one newspaper article, one magazine article, and one journal article related to their topic.



### Activate Prior Knowledge

**Ask:** *What does a librarian do?* (Some students may not have a clear understanding of what librarians do.)

**Say:** *Librarians are trained to help you find the resources you need to complete your research assignment.*

Explain that in addition to being familiar with all the materials in the library, librarians also have special training to help students navigate online databases.



### Teach It!

Have students watch the video for this lesson.

After watching this video, have students think about the research topic they chose in Tutorial 1. Ask students to come up with a list of questions they might ask the librarian as they conduct research on their topics.

Write a few sample responses on the board:

- Which database should I use to find the most relevant information on my topic?
- Does the library have any videos or sound recordings related to my topic?
- Can you help me find the full text of an article on my topic?

**Say:** *Librarians are there to help, but remember that they cannot do your work for you. Make sure that you go to the librarian with specific questions about your research. Explain that specific questions will yield useful results.*

Remind students that they should not make the reference desk their first stop when they arrive at the library. Students should conduct some preliminary research on their own first, using the skills they have acquired in previous lessons. After that, they may wish to go to the librarian with any questions that arise as they conduct their research.



### Extra Practice

For homework or as an extra-credit assignment, have students access their school library's website or the website of a library at a local college or university. Ask them to take notes on the following questions:

- What are the library's hours?
- How many librarians work at the library?
- Are there online tools to ask librarians questions after hours?
- Does the library offer any workshops about using library resources?
- Does the library offer interlibrary loan?

This will help students become familiar with the library's services.



### **Brush Up on Grammar**

Explain to students that an ellipsis is often used to show that words or sentences have been omitted from quoted material. However, it is important to remind students that they should not use an ellipsis to skew the meaning of a quote. Explain that it's wrong to leave out important words or phrases to make a quote support a particular point. Tell students to consider whether inserting an ellipsis would change the meaning before they remove any text from a quote.

**When students have completed the activities in this guide for Tutorial 3, have them take the Questia School quizzes online.**

### Tutorial 3 Workshop

CCSS: W.2.a, W.2.b, W.7, W.8

Students should do the following for this workshop:

- Visit their school or local library to look for additional sources.
- Take notes on these sources.
- Record a question they asked a librarian along with the librarian's response.
- Expand their informal outline.
- Begin drafting their essay without incorporating research.

# **TUTORIAL 4: EVALUATING SOURCES**

## **Tutorial 4 Objectives**

When students complete this tutorial, they should be able to

- List several factors used to determine whether a source is credible.
- Recognize bias in writing.
- Explain how to evaluate print sources and web sources.
- Explain how a scholarly source is different from a popular magazine.

## **Tutorial 4 Summary**

A good research paper is based on credible sources. In this tutorial, you'll help students learn to locate authoritative print and web sources. You'll also help them learn the difference between a scholarly article and one that appears in a popular magazine.



## Deciding Whether a Source Is Credible

CCSS: W.2.b, W.7, W.8, L.2



### Activate Prior Knowledge

**Say:** *When you begin researching sources, you'll notice that some are credible while others are not.*

**Ask:** *What might be a credible source?* (Accept all reasonable responses. Students may say that a credible source comes from a well-known organization or a scholarly journal.)

**Ask:** *What is a source that might not be credible?* (Students may say a blog or a wiki website.)



### Teach It!

After students watch the video for this lesson, initiate a discussion about what makes a source credible.

**Say:** *The video said that you should consider an author's qualifications when deciding whether a source is credible. Suppose you're writing a paper about medications used to treat Alzheimer's disease. What kind of qualifications would you expect the author of a credible article to have?* (Students may say that the author should be a doctor working for a well-known hospital or research center.)

**Ask:** *Where in an article should you look for an author's qualifications?* (in the biographical notes)

Write this list on the board or other display surface.

**Say:** *These are some warning signs that a source might not be credible.*

### Warning Signs

- The author seems unqualified.
- The author is trying to sell something.
- The author's opinion varies greatly from the authors of other sources.
- The article is out of date.



### Work in Groups

Before the activity, locate and print articles about medications used to treat Alzheimer's disease from a variety of sources, including the following: a government website, a national organization such as the Alzheimer's Association, and a wiki site. Print an article about Alzheimer's medications from a website selling something, such as a particular medication. Locate and print a few scholarly (academic) articles using Questia School.

Break students into small groups and give each group copies of the same articles. Have groups discuss which sources are the most credible and why. Have groups present their findings to the class.

**Deciding Whether a Source Is Credible**

CCSS: W.2.b, W.7, W.8, L.2

**Work in Pairs**

Remind students that a wiki website is maintained by many people—anyone can contribute to or edit its content. Wikipedia is a popular wiki website featuring online encyclopedia entries. Explain that while wiki websites are not quality sources that you should cite in your research paper, they may contain useful information. For example, these websites might help you learn basic information about a topic when you are just beginning your research. Pair up students and have them access wiki websites for the following topics: Alzheimer’s disease, endangered species, and Internet regulation. Tell students to enter the topic in a search engine followed by *wiki*. Have pairs jot down information on the websites that may be useful when writing a research paper.

**Brush Up on Grammar**

Tell students that periods and commas always go inside quotation marks. Write the following on the board and circle the comma:

“Patients improved significantly after taking the medication for several months,” explained Dr. Ryan.

Have students write a sentence using a quotation from an article. Have them put the comma inside the quotation marks.

### Recognizing Bias

CCSS: W.1.a, W.1.b, W.2.a., W.7, W.8



#### Activate Prior Knowledge

**Say:** *In Tutorial 1, you learned that your writing should be objective. What does it mean to write objectively?* (Students should say that it means to use facts that can be proven.)

**Say:** *The authors of the sources you use should also write objectively. This means that their writing should not be biased, or prejudiced.*



#### Ensure Understanding

Have students use the word “bias” in a sentence. Prompt students by writing this sentence on the board:

The managers of that company have a bias against women.



#### Teach It!

**Say:** *A bias is a strong opinion about something. You can be biased in favor of something or against something.*

Write this sentence on the board:

Politicians only care about themselves.

**Ask:** *How does this writer feel about politicians?* (Students should indicate that the writer views politicians negatively.) *Is this statement true of all politicians?* (No.)

Explain that biased writing often overgeneralizes and unfairly applies an idea to all individuals within a group. Write these sentences on the board or include them on a worksheet. Work with students to rewrite each sentence to eliminate bias.

1. Boys often misbehave in class and are more difficult to teach than girls. (Some children misbehave in class, which makes them difficult to teach.)
2. Technology has ruined peoples’ communication skills. (Some forms of technology have negatively impacted peoples’ communication skills.)
3. Teenagers are reckless drivers who have little respect for authority. (Some teenagers drive recklessly and seem to have little respect for authority.)
4. People who work for our county are lazy and overpaid. (Some people believe that our county officials do not work hard enough and are paid too much money.)
5. Doctors are smarter than nurses. (Doctors must attend college longer than nurses.)

## Recognizing Bias

CCSS: W.1.a, W.1.b, W.2.a., W.7, W.8

Tell students that determining an author's purpose can often help them recognize bias when evaluating sources for a research paper. For example, they should consider whether the author of a source is trying to persuade readers or sell them something. If so, then this isn't a good source for a research paper. Write these warning signs on the board or other display surface and discuss them with students.

A biased writer...

- makes many generalizations.
- presents only one side of an argument.
- tries to influence the reader.
- makes assertions using the words "all" or "never."
- uses research out of context or misquotes sources.
- exaggerates claims made in research.



### **Extra Practice**

Explain that newspaper editorials are often biased—the author is strongly in favor or against something he or she is writing about. Have students cut out or print an editorial from a local newspaper. Have them write a paragraph stating how the editorial is biased. Students should indicate how the editorial could be changed to eliminate bias.

## Evaluating Print Sources

CCSS: W.1.a, W.1.b, W.2.a., W.3.a, W.3.b, W.3.c, W.7, W.8



### Activate Prior Knowledge

**Say:** *In this lesson, you'll learn to evaluate print sources. What are some print sources you might use for a research paper?* (Students may say books, journals, magazines, and newspapers as well as other sources.)



### Teach It!

After students watch the video for this lesson, initiate a discussion about evaluating print sources. Have students use the following to create a checklist to help them accomplish this task:

- Is the publisher reputable?
- Does the author have relevant credentials? Are his or her degrees listed?
- Is the source current? Always use the most recent sources you can find. (Note that this is especially important for information for health-related topics because new discoveries cause information to quickly become outdated.)
- Can the information in the source be verified in other sources?
- Is the source free of bias?



### Ensure Understanding

For homework or as an extra-credit assignment, have students use the Internet to research an answer to the question, “What is an authoritative source?” Explain that they will likely have to use several sources to come up with a definition. Have them write a definition consisting of a sentence or two. Ask for volunteers to read their responses to the class. (Students may say that an authoritative source is a reliable source that is frequently cited in other works.)



### Work in Pairs

Pair up students and have them use Questia School to find reputable print sources that they might use if they were writing a paper about regulating the Internet. Have them look for one source within each of these categories:

- Books
- Academic journals
- Magazine articles
- Newspapers

Students should print the source, if possible, or write down the publication information and be prepared to defend their choices in a class discussion.

### Evaluating Print Sources

CCSS: W.1.a, W.1.b, W.2.a., W.3.a, W.3.b, W.3.c, W.7, W.8



#### **Practice Writing**

To give students practice writing outside of class, have them write a one-page narrative telling about a time when they learned an important lesson. Have them use narrative techniques such as dialogue, pacing, description, and reflection.

## Evaluating Web Sources

CCSS: W.1.a, W.1.b, W.2.a., W.7, W.8, L.2.b



### Activate Prior Knowledge

**Ask:** *What might be a credible source on the Internet?* (Accept all reasonable responses. For example, students may say articles published in journals and newspapers.)

**Ask:** *What kind of source on the Internet might not be credible?* (Students may say a blog, an advertisement, or a personal website.)



### Teach It!

After students watch the video for this lesson, initiate a discussion about evaluating web sources. Have students use the following to create a checklist that they can use to accomplish this task:

- What is the purpose of the website? (It should not try to sell you something.)
- What is the web extension? (The extensions .edu and .gov are usually more reliable than .com and .net.)
- What are the author's credentials?
- Did the author cite research?
- Is the article well written and free of spelling and grammar mistakes?
- Does the website include links to other reputable websites and vice versa?



### Work in Pairs

Pair up students and have them find three credible Internet sources for one of these topics. Have students look for sources from educational institutions and government and other national organizations. Tell students to print their chosen sources and be prepared to explain what makes them credible.

- Year-round schooling
- Solar power
- Animal cloning



### Brush Up on Grammar

Note that titles preceding a name are capitalized, but titles following a name are not. Write these sentences on the board:

President Barack O'Bama gave a speech.

Barack O'Bama, president of the United States, gave a speech.

[Point out that the title "president" is capitalized before the name but not after it.]

CCSS: W.7, W.8, L.4.c



### Activate Prior Knowledge

**Ask:** *What is a scholarly article?* (Students may say that it is an article written by a scholar for experts in his or her field.)

**Ask:** *What makes a scholarly article a good source for a research paper?* (Accept all reasonable responses. Students may say that a scholarly article is a good source for a research paper because it is credible and gives more specific information than an article in a popular magazine.)



### Teach It!

Have students watch the video for this lesson. Reinforce their understanding of what makes a source scholarly by writing the following on the board or other display surface:

The articles within a scholarly source...

- use language that is specific to their field and understood by their peers.
- are written by authors with significant credentials.
- are often longer than those in popular magazines.
- are reviewed by the author's peers.
- usually do not have pictures or colorful art.

Explain that unlike the authors of popular magazines, the authors of scholarly sources are usually not paid. Tell students that scholarly sources contain few, if any, advertisements. They are published regularly and have volume and issue numbers.



### Work in Pairs

Pair up students. Have them use Questia School to compare these articles:

“Looking Back at Adolescent Depression: A Qualitative Study,” in the *Journal of Mental Health Counseling*, by John McCarthy, Edward J. Downes, Christine A. Sherman, Volume 30, Number 1, January 2008.

“Advice: ‘It’s Hard for Parents to Understand’: In a New Book, Dr. Harold Koplewicz Helps Families Sort Out Normal Adolescent Irritability from Real Illness,” in *Newsweek*, by Barbara Kantrowitz, October 7, 2002.

Have pairs compare the two articles and list how the scholarly article differs from the article in the popular magazine. Pairs should note the research citations throughout the scholarly article. They should also note that the scholarly article is much longer and more difficult to read, has an abstract at the beginning, and a detailed reference list at the end.



CCSS: W.7, W.8, L.4.c



### **Brush Up on Grammar**

To increase students' vocabulary, have them jot down unfamiliar words that they come across while evaluating sources. Have them look up these words in a dictionary and paraphrase their definitions. Then have them use each word in a sentence. Collect notebooks and count them as extra credit.

**When students have completed the activities in this guide for Tutorial 4, have them take the Questia School quizzes online.**

### Tutorial 4 Workshop

CCSS: W.2.a, W.2.b, W.7, W.8

Before they can integrate sources into their research paper, students must carefully read and evaluate these sources. They should begin choosing the sources that they will use for their paper.

Students should submit the following for this workshop:

An evaluation of the sources they have gathered so far. Have them include a cover sheet on each source explaining why they do or do not plan to use the source for the paper. Tell students to eliminate a source if

- it is outdated.
- the author is biased.
- the author's opinion differs greatly from other sources.
- the publisher is not reputable.
- it does not support their working thesis.

Students should also submit a draft of the introduction to their paper including their thesis statement and should continue to revise the rough draft of their paper.

When you collect students' folders, make sure that they have considered a variety of sources, including print sources, online sources, and primary sources. While it's acceptable for students to use only scholarly articles as sources for their research paper, they must learn how to find other types of sources for future research projects.

# **TUTORIAL 5: AVOIDING PLAGIARISM**

## **Tutorial 5 Objectives**

When students complete this tutorial, they should be able to

- Understand what constitutes plagiarism.
- Determine which sources need to be cited.
- Keep a precise record of their sources.
- Understand how to use copyrighted material.
- Double-check that all sources are cited accurately.

## **Tutorial 5 Summary**

Students may inadvertently plagiarize sources. In this tutorial, you will help students understand what constitutes plagiarism. These lessons will help students understand what they can do to avoid plagiarizing sources.

## Understanding Plagiarism

CCSS: W.7, W.8



### Activate Prior Knowledge

**Ask:** *What is plagiarism?* (Students may say that plagiarism is stealing someone else's work.)

Make sure students understand that while plagiarism can be as blatant as passing someone else's work off as their own, there are also other forms of plagiarism that are more difficult to detect.



### Teach It!

Have students watch the video for this lesson.

Ask students if they have ever done research for a paper or other school project. Most students will have quoted material for a school assignment.

**Ask:** *How can you differentiate the words and ideas of others from your own ideas in a research paper?* (Students may say that they can use quotation marks around quotes and citations to indicate that the material comes from another source.)

Using quotation marks and citations are great ways for students to show readers that they are including information from another source. However, make sure they understand that they may still be committing plagiarism without even knowing it.

**Say:** *As discussed in the video, you would be committing plagiarism if you improperly paraphrased a source or failed to include a citation for information you paraphrased. This is why you should document all your sources carefully.*

Including a complete list of all their sources will help ensure that students give credit the authors they have consulted during the research phase.



### Practice Writing

Ask students to think about the research topics they chose in Tutorial 1. Have students use some of the sources they have found to write a short paragraph about their research topic. In the paragraph, ask students to paraphrase some of the information they have researched. Students will learn more about paraphrased research later but for now remind students that paraphrasing is not simply replacing a few words with synonyms. Students must put the information in their own words and then provide proper documentation of their sources.

## Knowing What and Why to Cite

CCSS: W.8, L.1



### Activate Prior Knowledge

**Say:** *Think about the last time you compiled a list of citations. How did you know what to cite? Did you understand why you were citing it?* (Some students may have a good understanding of why they cite certain sources while others may be unfamiliar with the rules.)

Explain that not all information must be cited.



### Teach It!

Have students watch the video for this lesson.

After watching the video, put the following list on the board:

- George Washington was the first president of the United States.
- More than 130 million people voted in the 2008 presidential election.
- California is the most populous state with more than 37 million residents.

**Ask:** *Would you need to provide a source for every example in this list?* (Students may correctly guess that the first sentence would not require a citation because it is common knowledge. They would need citations for the other two sources because this information is not widely known.)

**Say:** *As discussed in the video, information that is common knowledge doesn't require a citation.*

Remind students to think carefully about whether something is common knowledge. Undisputed facts that can be found in several sources are generally considered common knowledge.

This is also a good time to remind students that they must cite their sources whenever they include a direct quote, paraphrase or summarize another author's ideas, or use copyrighted information.



### Brush Up on Grammar

Some students may use “who” and “that” interchangeably. Remind students that they should use “who” when they refer to people and “that” when they refer to groups or things.

Examples:

- Students who received failing grades may retake the quiz on Monday.
- The company that hired him will be moving its offices.

## Keeping Track of Sources

CCSS: W.6, W.7, W.8



### Activate Prior Knowledge

**Ask:** *How do you keep track of the sources you use for your research projects?* (Students may keep files on their computers, or they may write their sources in a notebook.)

Explain that keeping track of their sources, whether they do this on a computer or in a notebook, is an important step in avoiding plagiarism.



### Teach It!

Have students watch the video for this lesson.

After the video, discuss the information students should record as they find new sources.

**Ask:** *What information do you need to record to document your source properly?* (Students may respond by saying that they need to include the names of all contributors, the title of the source, the publication date, the publisher name, etc.)

Tell students that they should also consult the style manual their instructor has asked them to follow for their research projects. Some manuals will require them to cite additional information, such as the date an online article was accessed. It is important for them to include all this information in their notes, so they can access it later.

**Say:** *As discussed in the video, some databases, like Questia School, provide tools to help you keep track of your sources.*

Students should also keep track of the various databases they use. This will help ensure that students don't forget any of the information they've used in their research.



### Extra Practice

For homework or extra credit, ask students to create a sample notes sheet of the sources they have found for the research topics they chose in Tutorial 1 Workshop. Remind students to include all relevant bibliographic information in their files. After students turn in their work, take time to go over their notes. This is a good opportunity to point out any errors students may be making as they record their sources.

## Using Copyrighted Materials Fairly

CCSS: W.7, W.8



### Activate Prior Knowledge

**Ask:** *Do you know what research materials are protected by copyrights?* (Some students may have a good understanding of copyrighted materials while others may not.)

Explain that most of the information they use in their research will be protected by a copyright. Because of this, they need to be sure to document all their sources.



### Ensure Understanding

Explain that copyrights protect the intellectual property of creators. The person who holds the copyright has the exclusive right to publish, sell, or distribute his or her material. The United States Copyright Office, which is part of the Library of Congress, keeps records of copyrighted material.



### Teach It!

Have students watch the video for this lesson.

After watching the video, discuss copyrighted materials with students.

**Say:** *Remember that multimedia materials—including charts, videos, pictures, and sound recordings—may also be copyrighted.*

Remind students that they may need to get permission from the copyright holders before using any of these materials in published reports. It is also important for students to remember that many websites don't get permission to use copyrighted material. If they are uncertain about whether they need to obtain permission to use a source, encourage them to come to you with questions.

For an in-class activity, ask students to share some of their sources with the class. Ask a few students to provide multimedia sources, such as graphics or sound recordings.

Write some of these examples on the board.

Source examples:

- A chart on high school dropout rates from the U.S. Department of Education
- A video of the 1969 concert at Woodstock
- A picture of the Florida wetlands taken from a magazine

Once you've written all the examples on the board, ask students to consider which sources may require permission from the copyright holders. Discuss how students could get in touch with the copyright holders to obtain permission to use these materials.

## Checking Source Use While Revising

CCSS: W.5, W.8, L.2



### Activate Prior Knowledge

**Ask:** *When revising, do you check to make sure that all of your sources have been cited? (Students may or may not check their sources when revising their work.)*

Explain that checking that all sources have been cited is an important step in the revision process. Additionally, students should understand that checking that their sources are cited accurately will help them avoid plagiarism.



### Teach It!

Have students watch the video for this lesson.

After watching this video, lead a discussion about revising drafts to ensure that sources are cited accurately.

**Say:** *One of the best tools to use in the revision process is a checklist.*

In class, ask students to create a checklist based on the information from the video. This will help them check their drafts for quotes and paraphrased information that hasn't been cited correctly. Explain that they will use these checklists in a class activity.



### Brush Up on Grammar

Remind students to use a serial comma to separate two, three, or more items in a series.

Write the following example on the board:

He picked up eggs, milk, and bread at the grocery store.

Explain that including the comma before the conjunction helps prevent confusion for readers.

**When students have completed the activities in this guide for Tutorial 5, have them take the Questia School quizzes online.**



### Tutorial 5 Workshop

CCSS: W.7, W.8

Students should begin selecting passages within sources that they will quote or paraphrase in their research paper.

For this tutorial, students should submit copies of the sources they will use in their paper with the relevant passages within the sources highlighted. If time permits, discuss whether each source should be quoted or paraphrased.

# TUTORIAL 6: INTEGRATING SOURCES

## **Tutorial 6 Objectives**

When students finish this tutorial, they should be able to

- Describe how to preview, annotate, and summarize a source.
- Understand the importance of thinking critically when reading sources.
- List and explain three ways that sources may be used in a research paper.
- List steps to follow when integrating sources into a research paper.
- Explain why it is important to think critically when evaluating and integrating sources.

## **Tutorial 6 Summary**

In this tutorial, students learn to integrate sources for a research paper. In other words, they choose sources and parts of sources that they will use in a research paper. Once students have chosen their sources, they will create a formal or an informal outline. Students will use this outline to determine where sources should be used to support their ideas.

## Reading Critically

CCSS: W.2.a, W.2.b, W.8



### Activate Prior Knowledge

**Say:** *In this lesson, you're going to learn how to preview a source. What do you think you'll do when you preview a source?* (Accept all reasonable responses. Students may say that they'll look over the source, read the headings, read the author's qualifications, and skim the paragraphs.)

**Say:** *After you preview a source, you'll annotate it. What do you think this means?* (Students may say that they'll make notes on the source while reading it.)

**Say:** *Lastly, you'll summarize a source. What will you do when you summarize?* (Students may say that they'll list the most important points in a source.)



### Teach It!

Have students watch the video for this lesson. Then write the three steps to critical reading on the board:

1. Previewing
2. Reading and annotating
3. Summarizing

**Ask:** *Why should you preview sources before reading them?* (Guide students to understand that they save time by previewing sources—getting an overall idea of what sources are about. By previewing sources, students should be able to tell which sources are useful.)

Tell students to do the following when they preview an article:

- Read the title and heading.
- Read the publication information.
- Read the abstract (if available).
- Skim the paragraphs.

When you annotate a source, you read the source and make notes.

**Ask:** *What kind of notes might you make on a printout of an article when you annotate it?* (Students may recall from the video that annotation might involve underlining important points or putting a question mark by something that you don't understand.)

Explain that summarizing a source is the last step in the critical-reading process. Tell students that to summarize an article, they must read it and thoroughly understand it. Explain that they may have to read an article several times before they understand it well enough to summarize it.

## Reading Critically

CCSS: W.2.a, W.2.b, W.8



### Work in Pairs

Pair up students. Give each pair a nonfiction book from the school library. Have them explain how to best preview the book. Tell students to look at the book's table of contents and index.

**Say:** *When you use a book as a source for a research paper, you do not have to read the whole book. You might need to read only a chapter or part of a chapter.*



### Make Connections

**Ask:** *Have you ever done too much research for a paper? Maybe you had stacks of books and many articles and had no idea where to begin. This is called getting lost in your research.*

Have students write a brief paragraph about how following the steps in this lesson can help them avoid this scenario.

## Thinking Critically

CCSS: W.2.a, W.2.b, W.7, W.8



### Activate Prior Knowledge

**Ask:** *What do you think it means to think critically about a source?* (Students may say that when you think critically, you consider whether the author's views are correct.)

**Ask:** *How might you interpret a source if you don't think critically?* (You might believe whatever you read even if it is not true.)



### Teach It!

After students watch the video for this lesson, write these steps to thinking critically about sources on the board:

- 1. Consider the facts of publication.** Explain that during this step, students should consider whether the author's credentials and publication are credible. Students should also consider the date of publication and whether the source is recent enough to be relevant.
- 2. Consider your initial impression of the source.** Tell students that if they like a source, it might be valuable.
- 3. Think about whether the source connects to your working thesis.** Explain that if a source does not support their thesis in some way, then it should be discarded.

Tell students that the next step in the process is to create either a formal or an informal outline that includes the points they will discuss in their paper and the sources they will use. Remind students that writing is a process, so they will most likely revise this outline several times.



### Work in Groups

Break students into small groups. Have them share their working thesis and their sources. Have students help one another create a formal or an informal outline.



### Ensure Understanding

Write this sentence on the board:

You should write a “balanced” research paper.

**Ask:** *What does this mean?* (Students should indicate that a balanced paper includes viewpoints that do not support a student's argument.)

**Ask:** *Why is it important for your research paper to be balanced?* (Guide students to realize that a balanced paper is more credible and believable than an unbalanced paper.)

## Connecting to a Larger Picture

CCSS: W.2.a, W.2.b, W.5, W.7, W.8, L.3.a



### Activate Prior Knowledge

**Say:** *Think about the sources you'll use in your research paper. How might you use them?* (Students are likely to say that they will use sources to back up their ideas.)

Tell students that in this lesson, they'll learn some additional ways to use sources.



### Teach It!

After students watch the video, write the following on the board:

You can use sources to...

- support your main points.
- qualify your main points.
- oppose your main points.

**Ask:** *What does the word “qualify” mean as it is used here?* (Prompt students to say that qualifying means stating the conditions under which a main point is true.)

To help students better grasp the concept, write the following sentences on the board:

1. We will go to the baseball game tonight if it is not raining.
2. The weather last week was terrible except for Wednesday when it was warm and sunny.

Note that in the first example, the phrase “if it is not raining” qualifies the first part of the sentence. In the second example, the phrase “except for Wednesday when it was warm and sunny” qualifies the sentence.

Explain that students may use sources to qualify statements they make in their papers. Write this statement on the board:

Research has shown that student behavior improves considerably if students are required to wear school uniforms.

Point out the qualifying phrase in the sentence. This phrase shows the conditions under which this idea is true.

**Connecting to a Larger Picture**

CCSS: W.2.a, W.2.b, W.5, W.7, W.8, L.3.a

Explain that research may also be used to oppose the main points in a research paper.

**Ask:** *Why should you include research conducted by authors who disagree with your thesis statement?*

Help students realize that not all readers will agree with their statement—especially if their viewpoint is not addressed in the paper. Discussing common opposing viewpoints makes their paper more credible. Refer back to the sentence on the board. Explain that people against school uniforms say that they limit self-expression and cost too much money. These points should be addressed in a research paper explaining how school uniforms improve student behavior.

**Brush Up on Grammar**

Remind students that a thesaurus is used to find synonyms of a word.

**Say:** *You can use a thesaurus to find new words so that you don't have to keep using the same words over and over again—but you need to be careful. Words listed under a word in a thesaurus do not always mean exactly the same thing. Always use a dictionary to check the meaning of an unfamiliar word.*

For extra credit or as a homework assignment, have students look up each of the following words in a thesaurus (either print or electronic). Students should choose two words listed as synonyms that are unfamiliar to them or that they believe have a slightly different meaning than the word they looked up. Have them write down these words along with a dictionary definition. Initiate a whole-class discussion on how to best use a thesaurus.

benevolent—known for doing good

furtive—secretive or shifty

humility—quality or state of being humble

## Annotating and Summarizing Sources

CCSS: W.2.a, W.2.b, W.8



### Activate Prior Knowledge

**Say:** *You were introduced to the idea of annotating and summarizing sources in Lesson 1 of this tutorial.*

**Ask:** *What does it mean to annotate a source? (to make notes on or about a source)*

**Ask:** *What does it mean to summarize a source? (to include only the most important ideas)*



### Teach It!

Tell students that they can annotate a source in any manner that they choose.

**Ask:** *Does anyone here like to annotate sources electronically using a computer? Indicate that this is acceptable.*

**Ask:** *Who prefers to make notes on hard copies of sources? Indicate that this is also acceptable.*

After students watch the video for this lesson, emphasize that they should not quote from someone else's summary or from an author's abstract.

**Ask:** *Why is it important to avoid doing this? (Students may say that since it is not the actual source, it may not be as accurate.)*

Explain that a summary or an abstract is already one step away from the actual source.

Give students a copy of a scholarly article that uses quotations or show an article like this on an overhead projector. Draw students' attention to a quotation in the article. Explain that students should not use an author's quotation in their research papers. Show students the reference list at the end of the article. Tell them that they should obtain the original source before quoting material.

**Ask:** *Why do you think it is important to do this? (Students may say that the author may have misquoted information or that it seems lazy to use his or her quotations in a research paper.)*



### Ensure Understanding

Give each student a copy of a scholarly article. Depending on the length of the article, have students summarize a section or the entire article. Collect the summaries. Read aloud two or three that appear to be different and initiate a whole-class discussion.



## Creating Connections Among Facts and Ideas

CCSS: W.2.a, W.2.b, W.7, W.8, L.2



### Activate Prior Knowledge

**Ask:** *What do you think it means to “integrate” sources?* (Students may say that integrating sources into a research paper means using the sources in a way that makes sense.)



### Teach It!

Have students watch the video for this lesson.

**Say:** *Be aware that a research paper should emphasize your own writing. Your paper should clearly state what you want to say about a topic.*

**Ask:** *What are the three ways to use research that you learned in Lesson 3?* (Students should say that research may be used to support their main ideas, to qualify ideas, and to oppose ideas.)

Explain that integrating sources into a research paper may be difficult at first.

**Say:** *It often helps to begin by creating an outline of what you want to say in a paper.*

Explain that students should then jot down sources that they might use for each of their main points and then also for their minor points. The next step is to go through those sources and find meaningful quotations and ideas within that can be used in their research paper.

**Say:** *If one of your points does not have much research to support it, you may have to conduct additional research.*



### Ensure Understanding

Remind students that while they will use some direct quotes in their research paper, they will also paraphrase some sources, which means they will put these sources into their own words.

**Ask:** *What is a direct quote?* (Students should indicate that it is using the author’s words in their paper.)

**Ask:** *How do you paraphrase a source?* (You read the source and then put it into your own words.)

Write these guidelines on the board or display them on an overhead projector:

You should use a direct quote when...

- a source states a point very clearly.
- giving a statistic.
- the quote gives an idea authority since the author is an expert.
- the author’s words are memorable and/or unique.

**Creating Connections Among Facts and Ideas**

CCSS: W.2.a, W.2.b, W.7, W.8

**Work in Pairs**

Pair up students. Have each student look for ideas within one source that he or she might use in a research paper. Pairs should help each other determine which ideas should be quoted and which may be paraphrased.

**Brush Up on Grammar**

Tell students that a quotation in a research paper must begin or end with their own words. Write the following on the board and explain that these are some common ways to introduce and conclude direct quotations. Point out that a comma follows an introductory phrase in a sentence.

According to Dr. Emily Fisher in XX, “...”

As Mark Freedman notes in XX, “...”

“...,” explained Dr. Emily Fisher in XX.

**When students have completed the activities in this guide for Tutorial 6, have them take the Questia School quizzes online.**

Students should begin integrating sources into their essays. They should submit the following for this workshop:

- Copies of the sources they are using with the relevant passages highlighted
- A copy of their most recent outline
- A rough draft of their research paper with the sources integrated (They do not yet have to use MLA citations but should be careful not to plagiarize their sources.)

When reviewing students' drafts, check to make sure sources are not plagiarized. Ensure that students are on the right track in terms of quoting and paraphrasing their sources.

# **TUTORIAL 7: LEARNING TO PARAPHRASE**

## **Tutorial 7 Objectives**

When they complete this tutorial, students should be able to

- Explain when and why writers paraphrase sources.
- Explain that you must completely understand the ideas within a source before you can paraphrase the source.
- Explain when you should avoid paraphrasing a source.
- Describe how to paraphrase a source.
- Explain how to identify a source when paraphrasing.

## **Tutorial 7 Summary**

Students must learn to paraphrase sources to ensure that their writing is clear and easy to read. In this tutorial, you will help them learn the steps involved in paraphrasing sources: understanding when and why writers paraphrase sources; correctly interpreting the ideas in the source to be paraphrased; knowing when paraphrasing a source won't work; sufficiently changing the wording of a source, and documenting a paraphrased source.

## When and Why to Paraphrase

CCSS: W.5, W.7, W.8



### Activate Prior Knowledge

**Ask:** *How is directly quoting a source different from paraphrasing a source?* (Students should indicate that when you quote a source, you use the author's words exactly as they appear in the source; when you paraphrase a source, you restate the author's ideas in your own words.)

**Ask:** *Why do writers paraphrase sources?* (Accept all reasonable responses. Guide students to see that their paper will be easier to understand and more interesting to read if they paraphrase some sources instead of using direct quotations for all sources.)



### Teach It!

Have students watch the video for this lesson.

**Ask:** *What do you think your research paper would be like if you included all direct quotes instead of paraphrasing some ideas?* (Students should indicate that their paper would be difficult to read because there would be too many different writing styles.)

To reinforce students' understanding of the video, write these ideas on the board or other display surface:

You should paraphrase a source when...

- you want to discuss details from the source.
- an author's ideas and facts are more important than his or her language.
- the style, voice, or tone changes from source to source.
- an author's language needs to be simplified.

**Say:** *The video says that a good paraphrase is about the same length as the source material.*

**Ask:** *Why do you think this is true?* (Students should say that since the two contain the same ideas, they are about the same length.)



### Work in Pairs

Pair up students and have them use Questia School to find a source that paraphrases sources and also uses direct quotes. Point out that most articles in scholarly publications use paraphrasing much more often than direct quotes.

**Ask:** *Why do you think the authors of these articles do this?* (Students should notice that paraphrasing allows an author to maintain a consistent tone and style throughout the article.)

## Understanding the Ideas of the Source

CCSS: W.5, W.7, W.8, L.3.a



### Activate Prior Knowledge

**Ask:** *Why do you think it's sometimes difficult to paraphrase sources? (Accept all reasonable responses, but students should indicate that some sources are difficult to understand.)*



### Teach It!

Have students watch the video for this lesson.

**Say:** *You have to be accurate when you paraphrase sources. This can be difficult because some sources are complex.*

Write this famous quote by Mark Twain on the board:

“Courage is resistance to fear, mastery of fear, not absence of fear.”

Work with students to paraphrase this quote. Point out that to do this effectively, they must read the quotation several times. (People who have courage are not fearless, but they have learned how to resist and control their fear.)



### Work in Pairs

Pair up students and have them paraphrase this quote from William Shakespeare:

“To thine own self be true, and it must follow, as the night the day, thou canst then be false to any man.”

(If you do not deceive yourself, you can be certain that you will not deceive others.)



### Brush Up on Grammar

Tell students that they should write in the active voice instead of the passive voice whenever possible. Write these sentences on the board or other display surface:

**Active:** My father made the spaghetti sauce.

**Passive:** The spaghetti sauce was made by my father.

Point out that in the first sentence, the subject (father) performs the action. In the second sentence, the subject (spaghetti) receives the action.

Have students copy this sentence into their notebooks and then rewrite it in the active voice. Have them circle the subject in both sentences.

The book was written by the woman.

## When Paraphrasing Doesn't Work

CCSS: W.2.d, W.5, W.7, W.8



### Activate Prior Knowledge

**Say:** *Do you think it's always a good idea to paraphrase sources? Why or why not?* (Answers will vary. Some students should say that in some instances, you should not paraphrase a source, such as when the source is very concise.)



### Teach It!

Have students watch the video for this lesson.

**Ask:** *When shouldn't you paraphrase a source?* Write students' responses on the board. (Responses should include the following from the video: You should summarize rather than paraphrase an entire book; you should not paraphrase if changing the author's words would change the point of the message; you should not paraphrase technical language or statistics; you should not paraphrase a very short passage; if you introduce a source so you can disagree with it, you should not paraphrase it.)



### Work in Pairs

Pair up students and have them use the Internet to find an endangered species that they would like to research. Then have pairs use Questia School to locate and print an article about this species. Have students read the article and highlight any sentences that they should not paraphrase if they were using them in a research paper.



### Ensure Understanding

Tell students to consider using metaphors, similes, and analogies to make their writing more precise and vivid. However, caution students to use these techniques sparingly in a research paper.

Write these examples on the board:

**Simile:** To the child, the small pond was as big as the ocean.

**Metaphor:** To the lion, the cage was a prison cell.

**Analogy:** A fish is to swimming as a bird is to flying.

Have students write their own sentences using a simile, a metaphor, and an analogy.

## Changing Wording Sufficiently

CCSS: W.5, W.7, W.8



### Activate Prior Knowledge

**Ask:** *What does it mean to plagiarize a source when you write a research paper?* (Accept all reasonable responses. Students may say that using a source without giving credit is plagiarizing.)

**Say:** *In this lesson, you'll learn how to avoid plagiarism when you paraphrase sources.*



### Teach It!

Have students watch the video for this lesson.

**Ask:** *What is patch-writing?* (Students should say that it is replacing only a few of the author's original words but making the source appear to be paraphrased.)

Explain that students need to completely rewrite a source when they paraphrase to avoid plagiarizing the source. Write the following sentences on the board before the lesson. Initiate a whole-class discussion to paraphrase them.

"In 1879, Thomas Edison's incandescent light bulbs first illuminated a New York street, and the modern era of electric lighting began. Since then, the world has become awash in electric light."

(From "Missing the Dark: Health Effects of Light Pollution," by Ron Chepesiuk, in *Environmental Health Perspective*, January, 2009.)

(Thomas Edison's incandescent light bulbs were first used in 1879 to light a street in New York. This was the beginning of electrical lighting as we know it today. Electric lighting is now commonplace throughout the world.)



### Work in Groups

Break students into small groups and have them paraphrase this passage from a source. Then initiate a whole-class discussion as you paraphrase the passage line by line. Write the paraphrased lines on the board or other display surface.

"We do not want to leave the impression that the global-warming hawks bear only bad news. They invariably soften the threat of doom with the good news that because global warming results from human activity (they ignore what seems to be a warming trend on Mars), we can reverse its destructive effects by changing our behavior. Furthermore, we fortunately have "experts" who know what changes should be made, so our salvation requires only that we give these experts the necessary power and money. This reassuring news does raise a slight problem, however: the experts recommend changes that require government either directly or indirectly to impose controls over almost every aspect of our lives."

From "Global Warming and Its Dangers," by J.R. Clark and Dwight R. Lee, in *Independent Review*, Spring 2004.



## Identifying Your Source

CCSS: W.5, W.7, W.8



### Activate Prior Knowledge

**Say:** *Think about the last time you read something that included research. How were the paraphrased sources documented? (Answers will vary; students may say they included the author's name and the page number and listed complete documentation information on a works cited page.)*



### Teach It!

After students watch the video for this lesson, remind them that documentation is a two-step process: (1) including brief information within the paper; and (2) including complete bibliographic information on the final page of your paper.

Write the following citation sources on the board. Add the information after the dash to each as you discuss it.

- **MLA**—uses in-text citations that include the author's name and page number (Smith 107).
- **APA**—uses in-text citations that include the author's name, publication date, and page number (Smith, 2010, p. 107).
- **Chicago**—uses a superscript number after the in-text citation.



### Ensure Understanding

Either in class or for homework, have students use Questia School to locate and print three articles on a topic of their choice. Have students determine which documentation style the author used.

**When students have completed the activities in this guide for Tutorial 7, have them take the Questia School quizzes online.**

**Tutorial 7 Workshop**

CCSS: W.2.c, W.2.d, W.2.e, W.2.f, W.7, W.8

Have students continue revising their rough draft in this workshop. Have them double-check that they have paraphrased their sources correctly. If they need to refresh their memory about how to paraphrase sources, have them review Tutorial 7 in Questia School.

Students should also focus on ensuring that their writing is objective and that they have incorporated transitions into their paper.

For this tutorial, have students submit the following:

- The most recent version of their rough draft
- Copies of the sources they have paraphrased in their paper with the passages highlighted

# **TUTORIAL 8: SUMMARIZING SOURCES**

## **Tutorial 8 Objectives**

When students complete this tutorial, they should be able to

- Define a summary.
- Explain how summaries can be integrated into research papers.
- Describe how to write a summary.
- Explain the importance of objectivity within a summary.
- Use summaries in an annotated bibliography.
- Explain how to cite summaries in research papers.

## **Tutorial 8 Summary**

In this tutorial, students learn how to incorporate a summary of a source into their research papers. They learn how summaries are used in research papers and the steps they should follow when writing one. You will help students understand that while a summary is in their own words, it must be objective. It should not include opinions about the source.

## When and Why to Write Summaries

CCSS: W.2.b, W.7, W.8



### Activate Prior Knowledge

**Say:** *You learned how to paraphrase in the last tutorial. What does it mean to paraphrase a source?* (Students should say that it means to put the author's ideas into your own words.)

**Ask:** *What do you think it means to summarize all or part of a source?* (Students should say that a summary explains the most important points in a source using your own words.)



### Teach It!

Have students watch the video for this lesson. Tell students how summarizing and paraphrasing are different.

**Say:** *When you paraphrase, you take a specific portion of a source and rewrite it in your own words. When you summarize, you put the main ideas of a source into your own words.*

**Write the following on the board, as you say:** *Summaries are useful for two reasons:*

1. They help you condense large ideas from a source into a few sentences.
2. They help you be certain that you understand a source.

**Ask:** *How long should a paraphrase be?* (Students should recall that a paraphrase should be about as long as the original statement from the source.)

**Say:** *A summary is different from a paraphrase because it is much shorter than the original source. It includes a source's main points.*



### Work in Groups

Break students into groups, so they can work together to list the different ways that summaries can be used in research papers. They should recall ideas from the video and add their own ideas as well. Then initiate a whole-class discussion. (The following uses for summaries were discussed in the video: to contrast viewpoints, trace an idea's development, and provide background information. Students may also say that summarizing can be used to simplify a complicated source.)



### Ensure Understanding

As a homework assignment, have students write a brief paragraph comparing and contrasting paraphrasing and summarizing. (Students should note that the two techniques are alike in that they are both written in your own words and must be documented. They differ because a paraphrase focuses on a specific idea within a source whereas a summary usually contains the main points of an entire source.)

**Reading and Writing to Create a Summary**

CCSS: W.2.b, W.7, W.8, L.1.a

**Activate Prior Knowledge**

**Ask:** *What is a summary?* (Students should say that a summary gives the main points of a source, is written in your own words, and must be documented.)

**Ask:** *How is summarizing different from paraphrasing?* (Students should note that a summary contains a source's main points and a paraphrase is a restatement of a specific idea in a source.)

**Teach It!**

After students watch the video, ask for their help in listing the steps they should follow to create a summary. Write these steps on the board:

1. Identify the main ideas in an article.
2. Look for supporting details.
3. List or briefly outline the main ideas and major supporting details.
4. In your own words, write what the author of the source has said.
5. Check to ensure that you have included all the main ideas.
6. Revise as needed.
7. Note the source of your summary, so you can document it in your paper.

**Work in Pairs**

Pair up students and have them summarize a source. The source may be one that is being used by the students for the research-paper assignment in this teacher guide or it may be a different source. Tell students to use one color highlighter to highlight the main ideas in the source and a second color highlighter to highlight supporting details. Tell students to pay particular attention to the author's introduction and conclusion, which often indicate what the entire article is about.

**Brush Up on Grammar**

Explain that English usage is a matter of convention and can change over time. Point out that in the past, the word "datum" was used for the singular and "data" was used for the plural. Today, "data" is used for both the singular and the plural. Write these sentences on the board:

The data she recorded is surprising.

The data are still being analyzed by the scientists.

For extra-credit, have students use the Internet to research other changes in English usage. Have them write sentences demonstrating the rule before and after the change.

**Avoiding Interpretation**

CCSS: W.2.b, W.7, W.8

**Activate Prior Knowledge**

**Say:** *Think back to when you learned about objective and subjective writing. What is objective writing?* (Students should say that objective writing is based on facts.)

**Ask:** *What is subjective writing?* (Students should say that subjective writing is based on opinions.)

Explain that summaries must be objective and based on the author's ideas, not their own ideas.

**Teach It!**

Have students watch the video for this lesson.

**Say:** *It's easy to interpret a source and incorporate this analysis in a summary. You can't insert your argument into a summary. You can, however, insert your argument after a summary. This is why citation information is so important. It lets the reader know that a summary of a source has ended and the next idea is your own.*

**Work in Groups**

Give each student in the class a copy of the same article to summarize. Then break students into groups and have them analyze each other's summaries, pointing out subjective writing. Point out that adjectives such as "thoughtful" and "insightful" often indicate that a sentence within a summary is subjective instead of objective.

CCSS: W.2.b, W.7, W.8



### Activate Prior Knowledge

**Ask:** *What is a bibliography?* (Students should say that it is a list of sources consulted for a paper.)

**Ask:** *What do you think an annotated bibliography is?* (Students may say that it is a bibliography with a description of each source.)

Explain that an annotated bibliography contains each source's bibliographic information as well as a brief summary.



### Teach It!

Have students watch the video for this lesson.

**Say:** *Your instructor may not require an annotated bibliography. However, an annotated bibliography can be a useful research tool. Preparing an annotated bibliography helps you practice summarizing your sources. It is also a good way to remind yourself about important points in each source.*



### Extra Practice

For homework or as an extra-credit assignment, ask students to create an annotated bibliography using three sources from their current research-paper assignment. Remind students to include all of the elements discussed in the video. During another class period, ask students to review each other's bibliographies. Students should note how well their partners followed the format described in the video. When they are finished reviewing, lead a class discussion about how the summaries in these annotated bibliographies will help students as they continue their research projects.

## Citing Your Source

CCSS: W.2.b, W.7, W.8, L.3.a



### Activate Prior Knowledge

**Ask:** *When should you provide a citation for a source?* (Students should respond that citations are needed when information is quoted or paraphrased.)

**Say:** *You also need to provide citations for information that you summarize.*

Explain that this lesson will help students understand how to provide citations for their summaries.



### Teach It!

After students watch the video for this lesson, explain how they can provide citations for their summaries.

**Say:** *In-text citations will provide readers with the necessary information to locate your sources at the end of your paper, and the bibliography will allow them to find the sources you've cited online or at a library. Additionally, you need to use signal phrases to let readers know when you are summarizing information from a source. This will help them distinguish your ideas from researched information.*



### Practice Writing

Ask students to use the three sources they used in the previous lesson to write a few paragraphs about their research topics. They should include summaries of their sources in these paragraphs and then provide proper citations for each summary. Choose a documentation style for students to follow. After students finish, ask volunteers to share their paragraphs with the class. Use this time to address any mistakes students may be making in their citations.



### Brush Up on Grammar

Whether students are summarizing a source or describing their own ideas, it's important for them to vary the syntax of their sentences. Write the following paragraph on the board:

After conducting several studies, the scientists published their findings in a scholarly journal. Several months later, a team of researchers reviewed the scientists' work. When they had completed their review, the researchers published their own report verifying the scientists' results.

Although the sentences are grammatically correct, they lack variety. Ask students to think about how they might rearrange the sentence structure to produce a more effective paragraph.

**When students have completed the activities in this guide for Tutorial 8, have them take the Questia School quizzes online.**



**Tutorial 8 Workshop**

CCSS: W.2.c, W.2.d, W.2.e, W.2.f, W.7, W.8

Students should continue revising their research paper in this workshop. If students have included a summary of a source in their paper, they should check that they have done this correctly. If students are unsure how to summarize, have them review Tutorial 8 in Questia School.

Before students submit their most recent rough draft, have them check to ensure that their paper contains the following:

- An effective introduction
- A thesis statement that is proven within their essay
- A definite organizational style
- A formal style and an objective tone
- Smooth transitions between paragraphs
- Significant and relevant facts backed up by research
- Correctly used quotations
- Correctly paraphrased passages from sources
- A conclusion that effectively summarizes the essay

Note that MLA documentation will be stressed in the next workshop.

# TUTORIAL 9: QUOTING SOURCES

## **Tutorial 9 Objectives**

When students complete this tutorial, they should be able to

- Understand when they should include quotes.
- Use appropriate signal phrases and verbs to introduce quotes.
- Integrate quotes seamlessly into their sentences.
- Format block quotes properly.
- Provide in-text citations for quotes.

## **Tutorial 9 Summary**

In this tutorial, you will help students learn how to include quotes in their research papers. You will explain how students can integrate quotes into their sentences and help them understand how to format citations. These lessons will provide students with the knowledge they need to use quotes effectively.

## When and Why to Quote

W.1.b, W.2.b, W.7, W.8, W.9, L.2



### Activate Prior Knowledge

**Ask:** *When should you use a direct quote in a research paper?* (Students may suggest that quotes should be used to provide support for their own ideas.)

Explain that there are different reasons to use quotes. Understanding when and why to quote will help students write effective research papers.



### Teach It!

Have students watch the video for this lesson.

After watching the video, discuss when it is best to use quotes in a research paper.

Have students recall information from the video to help you create a list of instances when using a quote in a research paper would be beneficial.

#### Sample list

- When presenting technical information
- When making a critical argument
- When a source has firsthand experience
- When making an argument against another author's point
- When analyzing the language of a source

**Say:** *Remember that you should not use quotes to make your arguments for you. Quotes should be used sparingly throughout your paper to help support your ideas.*

Remind students that using too many quotes will make it difficult for readers to understand the message of the research paper. In addition, students should try to use shorter quotes when possible. They should only quote the most essential information from the source. This will ensure that they can integrate the quotations into their sentences.

## When and Why to Quote

W.1.b, W.2.b, W.7, W.8, W.9, L.2



### Brush Up on Grammar

Most students understand that they should use an apostrophe to show possession. However, some students might be confused about when to use an apostrophe with plural nouns.

Explain that only an apostrophe is needed to show possession with nouns that are plural in form but singular in meaning.

Write the following examples on the board:

- The United States' participation at the summit will be limited.
- The series' creator also served as executive producer.

In these examples, an additional “s” after the apostrophe would not be necessary.

## Introducing Quotations with Signal Phrases

CCSS: W.1.c, W.2.c, W.4, W.5, W.8



### Activate Prior Knowledge

**Say:** *Read the following sentences.*

There are many reasons why the city should consider switching to a four-day workweek for employees. “Residents would save thousands of dollars each year,” said Mayor West.

**Ask:** *Does the author provide a clear transition for this quote? (Students will most likely agree that the transition is not very smooth.)*

Explain that students need to know how to introduce quotes properly to write effective research papers.



### Teach It!

Have students watch the video for this lesson.

Afterwards, ask students to think about the signal phrases and verbs discussed in the video.

**Ask:** *Can you think of any other signal phrases or verbs that might be used to introduce a quote?*

Write a list of students’ responses on the board.

Sample signal phrases may include

- According to ...
- As described by ...
- As stated in ...
- In the words of ...

Sample signal verbs may include

- Argues
- Disputes
- Insists
- Theorizes

Remind students that word choice is very important when introducing quotes. They need to think carefully about what they wish to express to readers before they decide on a signal phrase or verb to introduce a quote.

**Introducing Quotations with Signal Phrases**

CCSS: W.1.c, W.2.c, W.4, W.5, W.8

**Practice Writing**

Ask students to select several quotes from sources they have gathered for their research projects. Students should think about how these quotes will support their research. Ask them to write a few paragraphs to demonstrate how they would incorporate these quotes into their papers. When they finish, ask volunteers to share their paragraphs. Discuss the paragraphs as a class. Ask students to consider how word choice could be improved.

## Embedding Quotations in Your Sentences

CCSS: W.1.b, W.2.b, W.4, W.5, W.8



### Activate Prior Knowledge

Ask students to think about the last time they saw or used quotes in a paper.

**Say:** *When you include quotes in a paper, you need to provide additional information to help readers understand why the quotes are important to your overall argument.*

Explain that this lesson will help students understand how to incorporate quotations into their research papers in an effective manner.



### Teach It!

Have students watch the video for this lesson.

Discuss the three-step method described in the video. Ask students if they follow this method when they include quotes in their papers. (Keep in mind that young students may not have written research papers in the past.) Explain how providing this additional information will strengthen their arguments.

Ask students to take out the paragraphs that they wrote in Lesson 2.

**Say:** *Reread your paragraphs. Did you follow the method described in the video when you wrote your paragraphs?*

Have students revise their paragraphs so that they clearly indicate how the quotes they use provide support for their arguments.

**Say:** *Remember to explain why your readers should pay attention to these sources, include essential parts of the quotations, and describe how these quotes fit into your argument.*



### Work in Pairs

After students finish revising their paragraphs, ask them to switch papers with a partner. Students should note how effectively their partners followed the method described in the video. Encourage students to provide suggestions for how their partners could revise their paragraphs to help readers understand why particular quotes were included.

## Block Quotations

CCSS: W.5, W.7, W.8, L.2



### Activate Prior Knowledge

**Ask:** *Is it ever okay to include a quote without using quotation marks?* (Based on previous tutorials, students may feel that it is not appropriate to include quotes without quotation marks.)

Explain that students can use a block quotation format to set off longer quotes from the rest of the text. This format does not require quotation marks.



### Teach It!

Have students watch the video for this lesson. After watching the video, discuss the three ways to format a block quotation.

**Say:** *Remember to follow the citation style listed in the assignment directions for your research project.*

Using the video as a guide, have students help you create a list of the rules for block quotations for each of the three major citation styles. Remind students that all block quotes should start on a new line.

How to format block quotes (sample list)

- **APA**—Use a block quote for quotes of forty words or more. Indent the quotation half an inch from the left-hand margin.
- **Chicago**—Use a block quote for quotes of one hundred words or more and quotes that are more than one paragraph in length. Indent the quotation half an inch from the left-hand margin.
- **MLA**—Use a block quote for prose quotes of more than four lines on your page. Indent the quotation one inch from the left-hand margin.

Additionally, remind students that in-text citations should come after the closing punctuation mark in all formats.

The format of the block quote diverts readers' attention. This is useful when students wish to emphasize significant ideas.

**Say:** *Use block quotes to highlight particularly important information that cannot be trimmed down.*

However, you should make sure students understand that less is more where block quotes are concerned.

**Say:** *Including too many block quotes in a research paper could confuse readers. Using extremely long block quotes could also be confusing. Readers may forget the point you were trying to make after reading several paragraphs of a block quote.*



**Block Quotations**

CCSS: W.5, W.7, W.8, L.2

**Brush Up on Grammar**

Occasionally, students may wish to include a quotation that already uses double quotation marks.

If a sentence already includes information set in double quotation marks, they may change the double quotes to single quotes and then set the entire quote in double quotation marks.

Write this example on the board:

Original sentence: The phrase “I could care less” does not have the same meaning as the phrase “I couldn’t care less.”

Set up as a quote: “The phrase ‘I could care less’ does not have the same meaning as the phrase ‘I couldn’t care less.’”

## Citing Quotations

CCSS: W.5, W.8



### Activate Prior Knowledge

**Ask:** *Why is it important to include in-text citations when you quote a source?* (Based on other tutorials, some students may respond by noting that in-text citations help students avoid plagiarism in their research papers.)

Explain that proper in-text citations can also help readers locate the source of the quote on the bibliography page.



### Teach It!

Have students watch the video for this lesson.

After watching this video, discuss the different ways to format in-text citations. Answer any questions students may have after watching the video. Then have students work on an in-class assignment.

**Say:** *Use the paragraphs you worked on in Lessons 2 and 3 to practice formatting in-text citations.*

Ask students to choose a quote from their revised paragraphs. Students should rewrite the quote three times to practice the three styles of in-text citation. Also, remind students to provide the full citation information—formatted three times according to the different styles—at the end of the page.



### Work in Groups

In groups of three or four, have students switch papers and edit each other's in-text citations. Remind students that the in-text citations should help readers locate the full citation on the bibliography page. When students have finished, have them discuss the changes they made to each other's papers.



### Ensure Understanding

Remind students that block quotations use a different format for in-text citations. In APA and MLA, the citation information for regular in-text citations should come before the end punctuation. In *Chicago* style, the citation number for a normal in-text citation comes after the end punctuation. For all block quotations, regardless of style, the citation should come after the closing punctuation.

**When students have completed the activities in this guide for Tutorial 9, have them take the Questia School quizzes online.**

### **Tutorial 9 Workshop**

CCSS: W.2.c, W.2.d, W.2.e, W.2.f, W.7, W.8

Students should focus on correctly quoting and documenting sources in this workshop. They should also work on their works cited page. If they are unsure how to quote sources or how to use MLA documentation, have them review Questia School Tutorials 9 and 10.

Students should submit a near-final draft of their essay for this workshop.

# TUTORIAL 10: WORKING WITH DOCUMENTATION STYLES

## **Tutorial 10 Objectives**

When students complete this tutorial, they should be able to

- Recognize the different types of sources and the information needed to provide accurate citations.
- Understand the basic elements of documentation.
- Recognize the characteristics of MLA format.
- Use APA format to cite sources.
- Understand how and when to use *Chicago* format.

## **Tutorial 10 Summary**

In this last tutorial, you will help students understand the three major documentation styles. You will explain the basics of documentation and show students how to cite their sources according to MLA, APA, and *Chicago* formats. These lessons will provide students with the knowledge they need to format sources accurately.

CCSS: W.4, W.8, L.2



### Activate Prior Knowledge

**Say:** *You already know that books, periodicals, and websites are different kinds of sources. However, you may not realize that there are different rules for citing the various types of sources within these categories.*

Tell students that the following lesson will help them understand the different types of sources and find the information they need to cite these sources accurately.



### Teach It!

Have students watch the video for this lesson.

Afterwards, discuss the various sources described in the video.

**Ask:** *What sources will you be using in your research paper?* (Students may include books, newspaper articles, magazine articles, and websites as sources in their research papers.)

**Ask:** *Based on the video, what information do you need to know about these sources to cite them properly?*

Write students' responses on the board.

Sample responses may include

- **Books**—Author's name, title, publisher, year of publication, and page numbers
- **Periodicals**—The type of periodical (magazine, newspaper, or scholarly journal)
- **Websites**—Name of author (if available) and title of the page

**Ask:** *Are there other sources you need to cite that don't fall into these categories?* (Students may wish to cite videos, photographs, social media postings, or interviews.)

Explain that they can work with their instructor or their school's librarian to determine how to cite other types of sources.

CCSS: W.4, W.8, L.2



### **Brush Up on Grammar**

Explain that students need to understand the capitalization rules for the titles of books and articles.

In the body of their research papers, students should capitalize the first word, the last word, and all other major words within the title. In most cases, students should not capitalize articles (“a,” “an,” “the”), prepositions (“about,” “for,” “with”), or conjunctions (“and,” “but,” “or”).

It is important to note that APA does not follow this rule in reference lists. For titles of books and articles, students should capitalize the first word, the first word after a colon or an em dash, and any proper nouns in the title. The other words should be lowercase.

## The Basics of Documentation

CCSS: W.4, W.5, W.8



### Activate Prior Knowledge

Ask students to think about what they've learned about documentation in these tutorials.

**Ask:** *Do you know what the two basic elements of documentation are?* (Students may correctly guess that in-text citations and a bibliography page are the two basic elements.)

**Say:** *Understanding the basics of documentation will ensure that you include all relevant information in your research papers.*



### Teach It!

Have students watch the video for this lesson.

Afterwards, lead a class discussion about the purpose of providing citations in a research paper.

**Ask:** *Why is it important to provide proper citations in a research paper?*

Students may offer the following responses:

- In-text citations direct readers to full citations on the bibliography page.
- Source citations provide readers with information they can use to locate a source.
- Citations lend credibility to an author's work.

**Say:** *Remember what you learned about in-text citations in Tutorial 9.*

Remind students that they can use signal phrases and verbs to introduce researched material in their papers. It's also important for them to remember that the rules for formatting in-text citations vary among the three major documentation formats.

Explain that students will learn more about formatting bibliography pages according to the three major documentation formats in other lessons in this tutorial.



### Extra Practice

For homework or extra credit, have students use Questia School to locate an article or online book that includes citations. Ask them to evaluate the citations from a reader's perspective. Have them answer the following questions for this assignment:

- Did the in-text citations provide enough information for you to locate the source on the bibliography page?
- Could you use online tools to locate the sources listed on the bibliography page? How did you find the source? Did you use a database or an online search program?
- How did the documented sources lend credibility to the author's work?

Discuss the students' findings during another class.

**Using MLA Format**

CCSS: W.7, W.8

**Activate Prior Knowledge**

**Ask:** *Have you ever used or seen the MLA documentation format in a research paper?* (Some students may be familiar with this documentation style.)

Explain that MLA, which stands for the Modern Language Association, is one of the most widely used documentation styles, especially for scholarly works in the humanities or liberal arts.

Tell students that they will learn more about this documentation format in the following lesson.

**Teach It!**

Have students watch the video for this lesson.

After watching the video, ask students to help you create a list of rules for MLA documentation.

**Sample lists****In-Text Citations**

- In-text citations must be used when you quote, paraphrase, or summarize a source.
- In-text citations must include the author's last name (or the first significant words of the source title when no author is given) and the page where the information is located.
- The author's name can be omitted from the in-text citation if you include the name in a signal phrase earlier in the sentence.

**Works Cited Page**

- This page should include a list of all sources used in the paper.
- All sources should appear in alphabetical order.
- Alphabetize sources by the author's last name.
- If a source does not include an author, alphabetize the source by the first significant word in the title.

When you're finished creating this list, provide students with a recent edition of the *MLA Handbook for Writers of Research Papers*. Have them study the different citation formats on a works cited page. They will use this information in a group activity.



**Using MLA Format**

CCSS: W.7, W.8

**Work in Groups**

Have students work in groups of five. Students should use Questia School and other available databases to find five different types of sources on a topic of their choosing. For example, one student in the group may look up a book. The other students in the group should look for magazine or newspaper articles, websites, speeches, paintings, films, or sound recordings. Students should try to find a variety of sources. Once they've gathered all their sources, ask students to use the *MLA Handbook for Writers of Research Papers* to create a works cited page. Remind them to follow the rules for alphabetizing sources discussed earlier in the lesson.

## Using APA Format

CCSS: W.7, W.8, L.4.c



### Activate Prior Knowledge

Remind students that they should always read the assignment directions to determine which citation style they should use in their papers.

**Say:** *One of the most widely used citation formats is APA, which stands for the American Psychological Association.*

Explain that scholars in the social and behavioral sciences often use APA. However, instructors in other fields may request that students use this style for research projects.



### Teach It!

Have students watch the video for this lesson. After watching the video, provide students with a copy of the *Publication Manual of the American Psychological Association*. Ask students to review the citation formats for different types of sources.

As they review, show them the following sample reference list on an overhead projector.

**References**

Bullying: Implications for the classroom. Sanders, Cheryl E. & Phye, Gary D. (Eds.) (2004). San Diego, CA: Elsevier/Academic Press.

Dawn M. LeBlanc (2010, October). *Curbing bullying among teenage girls*. *Techniques*, 85, 8–9.

What Is Cyberbullying? Retrieved from <http://www.ncpc.org/topics/cyberbullying/what-is-cyberbullying>

Ask students to review these references and compare them to the citation formats listed in the *Publication Manual of the American Psychological Association*.

**Ask:** *What mistakes can you find in these citations?*

Explain that the first citation is for a book, the second citation is for a journal article, and the third citation is for a web page from the National Crime Prevention Council.

**Using APA Format**

CCSS: W.7, W.8, L.4.c

(Students may note that the citations are not alphabetized. Additionally, they may also notice that the authors' names should come before the book title in the first citation. The name of the book should also be italicized. In the second citation, the author's last name should come first. The title of the article should not be italicized. In the third citation, the second and third words in the web page title should not be capitalized. Also, (n.d.) should appear after the web page title if no date is available.)

Discuss the errors with students and answer any questions they may have about formatting citations according to APA style.

**Using Chicago Style Format**

CCSS: W.7, W.8

**Activate Prior Knowledge**

**Ask:** *Have you ever noticed superscript numbers in a scholarly journal or magazine article?* (Students should respond that they've seen these numbers in their research.)

Explain that the author may have been formatting his or her sources according to *The Chicago Manual of Style*, sometimes referred to as *Chicago* or CMS.

**Teach It!**

Have students watch the video for this lesson.

Ask students to use Questia School to research a topic of their choosing. Have them locate two articles on their topic.

**Say:** *Use these articles to write a few paragraphs about your topic.*

After students have written their paragraphs, have them review a recent edition of *The Chicago Manual of Style*.

Students should then create citations, following *Chicago* style, for the sources they used in their paragraphs.

Tell students that they should create footnotes at the bottom of their page for this assignment. Remind students that if they quote or paraphrase the same source more than once, they only need to provide the author's last name, title, and page number in subsequent footnotes.

**Work in Pairs**

After students have finished citing their sources, ask them to switch papers with a partner. Students should use *The Chicago Manual of Style* to help them review their partner's documentation. After they've finished, have students discuss any changes they made. Address any questions students may have about formatting citations using *Chicago*.

**When students have completed the activities in this guide for Tutorial 10, have them take the Questia School quizzes online.**

**Tutorial 10 Workshop**

CCSS: W.2.c, W.2.d, W.2.e, W.2.f, W.7, W.8

Students should submit their final research paper for this workshop. Use the following rubric to grade students' papers. Encourage students to review Questia School tutorials for any category that needs improvement.

<b>Performance Element</b>	<b>Outstanding</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Adheres to assignment	Topic is narrow; the length is correct; the number of sources is correct.	Paper adheres to most criteria stated in assignment; the topic may be acceptable but too broad; the paper may be too short or much too long; the paper may contain too few sources.	Paper does not adhere to assignment.
Thesis statement	Thesis statement clearly states what will be proven in the paper; the thesis is concise and grammatically correct.	Thesis statement exists but could use further revision.	Thesis statement either does not exist or cannot be proven within the constraints of the assignment
Introduction/conclusion	Introduction grabs readers' attention and incorporates the thesis statement; conclusion clearly summarizes the main ideas stated in the paper; both are grammatically correct.	Introduction and conclusion exist but are not adequately developed; the writing in both may contain grammatical errors.	Introduction and conclusion may not exist or are poorly developed.

Continues on next page.

**Tutorial 10 Workshop**

CCSS: W.2.c, W.2.d, W.2.e, W.2.f, W.7, W.8

<b>Performance Element</b>	<b>Outstanding</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Organization/ organizational structure	The essay is very well organized and uses an effective organizational structure; clear transitions link paragraphs and ideas.	The essay is generally well organized and the organizational structure is effective for the most part; more transitions may be needed to link paragraphs and ideas.	The organizational structure needs more revision to be effective; a clear organizational structure may not exist; transitions may not be used to link paragraphs and ideas.
Objective tone	An objective tone is used throughout the research paper.	An objective tone is used in many parts of the research paper.	An objective tone is not used in the research paper.
Use of research	Research is used effectively to support ideas; the student correctly quotes and paraphrases sources.	Research is used effectively in most cases to support ideas; the student correctly quotes and paraphrases most or many sources.	Research is not used effectively; the student does not understand how to quote and paraphrase sources.
Grammar	Grammar is correct throughout the entire paper.	Grammar is correct much of the time throughout the paper.	Grammar is not correct throughout most of the paper.
Documentation	The paper is correctly documented; MLA citations are correct and the works cited page is correct.	Only some of the paper is correctly documented; the student may not understand how to do MLA citations or the works cited page.	The paper is not documented or is not correctly documented.