Citing Your Sources

WebQuest Description: Students will practice summarizing and citing sources.
Grade Level: 9-12
Curriculum: English / Language Arts
Keywords: citing sources, plagiarism, summarizing
Published On: 2014-08-06 15:00:45
Last Modified: 2014-08-06 12:42:26
WebQuest URL: http://zunal.com/webquest.php?w=252758

Introduction

How would you feel if someone stole your cell phone, purse, or school work? Plagiarism is the act of stealing someone else's work without giving them credit! It is a form of cheating that can get people into a lot of trouble. When you are researching information and you refer to it in an essay, you must tell the reader where you got that information. This is called citing your sources, and ultimately giving credit where credit is due.

Tasks

By the end of this lesson you will have read an interesting article, summarized the information, cited the source, and used in text citations. All of these components are needed to become a good researcher and writer. You will submit your work alone, but will be paired with a friend so you can collaborate, ask each other questions, and make helpful suggestions. Follow the step by step directions on the process page. You may either do your work on paper or on the computer as a word document. This lesson will take at least 2 class periods to complete, but must be submitted by the end of the week. You can see how you will be graded on the evaluation page. Good luck and have fun!

Process

Introducing and Understanding
1. Please begin by watching the video alone, using your headphones. This video discusses plagiarism and gives real-life examples of issues in plagiarism. On your handout (computer or paper copy which can be found at the very end of this section in resources) please write down your reaction to this video. What stood out the most? What was most surprising? What did you learn that you didn't already know?

2. Using the pdf link below, fill out the second section of your handout. You need to know the difference between summarizing, quoting, and paraphrasing.

3. You need to practice creating full citations. The full citations go on works cited pages at the end of your essays. Please follow this website that links to an article. Using one of the free citation machines listed below, create a citation for the article which is found on an ONLINE NEWSPAPER. Please be sure you are careful when using the citation machines. You must tell the machine that the article is from an ONLINE NEWSPAPER. Our school uses MLA format. Make sure all your citations and formatting is done in MLA format.


   FREE CITATION MACHINES: http://easybib.com/http://www.citefast.com/4. Now that you have practiced creating a full citation, you need to learn how to do an in-text citation as well. Watch the YouTube video linked below and answer the questions on your handout. At the end of certain essays you will need a works cited page. This is the page that lists all the sources you used to help write the paper. Please visit the website below to learn about works cited pages and then answer the last question on your handout. Your summary must include at least one paraphrase and one quote. Be sure that you use in text citations for both the paraphrase and quote. Finally, create a works cited page for your summary that has the full citation of the article you summarized.

Evaluation

In order to receive full credit, you must hand in two items. The first is your five question handout. Each question will be worth 2 points. You can earn partial credit if you weren't able to answer all parts of each question. The total score for the handout will be 10 points. Please be sure your name is on the handout. The second, larger portion of your grade will be from the summary and works cited page. You can see the rubric for the summary below. The two combined pieces will give you an overall grade out of 50 points.
Congratulations on finishing the webquest! Citing your sources is something you will need to do throughout the rest of your life! I know that’s hard to believe, but you will continue to write papers throughout high school and college. In your career you will most likely need to refer to experts along the way, and you must remember to give them credit as well! Below is a helpful site for when you get stuck. It includes TONS of information, don’t forget to ask for help from your teacher as well!

https://owl.english.purdue.edu/owl/resource/747/01/

This webquest was originally created as part of a technology course on my Masters degree path. I created something that I felt other teachers could use as well. The initial challenge was to create a webquest that could be utilized by students of multiple cultures. Chisholm & Wetzel (2001) state that there are six different components that create a supportive environment for technology integration. I feel that I was able to create that in my webquest due to the variety of activities. Citing sources is a necessary skill by all high school students. By using the video to start the webquest, I showed students how plagiarism effects people of different cultures in real-life. The video is also reaching multiple intelligences by offering a visual and auditory mode of learning. Another component was allowing students to work in teams. While each person is required to submit their own work, they can choose a partner to work with which should help students feel comfortable with a difficult task. The learner was also able to become engaged through their own interests by choosing an article on newsela.com. A student of a different culture will be able to find something that interests them and change the reading level if necessary. By incorporating these different learning styles and interest points, students of different cultures should feel safe and welcome while completing the webquest. This lesson was designed with the idea that students have a one to one computer in the classroom. It could be adapted to fit other needs, possibly working in teams.

**Standards**

Common Core Standards (English Grades 9-12)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and


http://www.nytimes.com/2010/08/02/education/02cheat.html?pagewanted=all


Other