.

Noodletools

Noodlebib



Evidence

Interviewing

ERIC

Paraphrasing and Citations

Unanswerable Question

RS

Global Connections

RESEARCH





Finding Your Unanswerable Question

RS

Criteria for finding the Perfect Unanswerable Question

RS1

Unanswerables: Analyzing the Questions

|  |  |  |
| --- | --- | --- |
| Sample | Type of Question | Comments and Suggestions |
| Through the cultural lens, what is the definition of natural landscape beauty? |  |  |
| What is the purpose of taboos in a society? |  |  |
| What is the best way to run a republican government? |  |  |
| What is the definition of a global issue? |  |  |
|  How effective is lobbying for issues involving East Africa? |  |  |
| What are the meanings of cultural makeup? |  |  |
| Why are environmental programs ineffective? |  |  |

Narrowing Your Topic

|  |  |
| --- | --- |
| QUESTION | ANSWER |
| What general topic am I interested in? |  |
| What are some possible limited topics? |  |
| Which limited topic interests me the most? |  |
| What one question would I like answered about my limited topic? |  |
| What information do I need? |  |

|  |
| --- |
| LIMITED TOPIC:(from prior page) |
| CENTRAL POINT  | CENTRAL POINT | CENTRAL POINT |

Evidence

From the Bedford Guide for College Writers (Kennedy) pp. 25-28

(More information available at [www.Bedfordstmartins.com/bedguide](http://www.Bedfordstmartins.com/bedguide))

Use this checklist to check for variety and worthiness of your evidence . Place an X in the box that is most accurate. You may reuse this checklist as you continue to conduct your research.

RS2

|  |  |  |  |
| --- | --- | --- | --- |
| Types of Evidence | Lacking | A Fair Amount | A Good Showing |
| Facts |  |  |  |
| Statistics |  |  |  |
| Expert Testimony |  |  |  |
| Firsthand Observation |  |  |  |
| Testing Evidence |  |  |  |
| Accuracy |  |  |  |
| Reliability |  |  |  |
| Up-to-date |  |  |  |
| To the point |  |  |  |
| Representative |  |  |  |
| Not oversimplified |  |  |  |
| Sufficient (strong enough) |  |  |  |

Logical Fallacies

|  |  |  |
| --- | --- | --- |
|  | Non Sequitur |  |
|  | Oversimplification |  |
|  | Post Hoc Ergo Propter Hoc |  |
|  | Allness |  |
|  | Proof by Example (or Too Few Examples) |  |
|  | Begging the Question |  |
|  | Either/Or Reasoning |  |
|  | Argument from Dubious Authority |  |
|  | Argument ad Hominem |  |
|  | Argument from Ignorance |  |
|  | Argument from Analogy |  |
|  | Bandwagon Argument |  |

Match the letter with the appropriate type of logical fallacy. As you come across these types of logical fallacies, fill out the last column.

|  |  |
| --- | --- |
| A | This fallacy states or implies that “something is true of an entire class of things.” Words such as all, everyone, no one, always, never fit this fallacy. (e.g. “Students enjoy studying”)  |
| B | This fallacy is a special brand of oversimplification and assumes issues only have two sides. Any complex situation is likely to have more than two causes, two solutions, or two choices. (e.g. What are we going to do about Acid Rain? Either we shut down all the factories that cause it, or we just learn to live with it.”) |
| C | Lat. Against the Man, this fallacy consists of attacking an individual’s opinion by attacking his or her character. It is widespread in politics.(e.g. “Sure Smithers advocates thi tax deduction. She’s married, so it will put money in her pocket”) |
| D | This fallacy is eident when a writer offers easy solutions for complicated problems.(e.g. If we want to do away with drug abuse, let’s sentence every drug user to life imprisonment”) |
| E | Writers making this mistake treat a figure of speech as though it were evidence to support a claim. This dwells on similarities without considering differences. (e.g. “People were born as free as the birds. It’s cruel to expect them to work”) |
| F | The writer sets out to prove a statement already taken for granted, often rephrasing that statement in different words. Often this type of fallacy doesn’t prove anything and can have “circular reasoning”.(e.g. he is a liar because he isn’t telling the truth; rapists are menaces to society because they are dangerous”) |
| G | “This technique suggests that everyone is joining the group, and if readers don’t join in, they will be left out, perhaps missing out on happiness, success or reward” (e.g. if you don’t drive a certain car, you won’t be part of the ‘in’ crowd”) |
| H | Lat. “It does not follow”, this fallacy is the error of stating a claim that doesn’t follow from your first premise.” (e.g. “Jenn should marry Mateo. In college he got all A’s”) |
| I | This fallacy maintains that if a claim has not been disproved, it has to be accepted; or conversely, that if something hasn’t been proven, it must be rejected.(e.g. “No one has ever shown life on another planet, so therefore, the notion of other living things in the universe is absurd.”) |
| J | Mistaking illustrations and clarifications for proof. Often this fallacy leads into prejudice and overgeneralizations. Researchers must have sufficient evidence – a large enough sample, to draw a conclusion. (e.g. Armenians are great chefs. My neighbor is Armenian, and, boy can he cook!”) |
| K | Lat. “After this, therefore because of this”, this fallacy assumes a cause-and-effect relationship where none exists even though one event preceded another in time. (e.g. seeing a black cat and having misfortune) |
| L | An unidentified authority can be used unfairly to shore up a quaking argument. Also this could be used if an authority is promoting a side outside his/her expertise. (e.g. According to some of the most knowing scientists in America, smoking two packs a day is as harmless as eating a couple of oatmeal cookies) |

ERIC

From the Bedford Guide for College Writers (Kennedy) pp. 134-136

Using the ERIC database if we were researching a comparative study of Oil Consumption in oil rich nations

1. On August 16th, 2010, I typed “Oil Consumption” into the Search box and see this: “Now showing results **1-10** of **102”**
2. This is followed by this set up, which would allow me to alter my search at any time. Go ahead and press the Line 2 Operator arrow and the Line 2 Field arrow. The terms And, Or, Not appear in the first dropdown box. The terms Keywords, Title, Author, Descriptors, ERIC #, Source, Identifiers appear in the second dropdown box. You are welcome to add a term to Line 2 Search term, but keep in mind it will be combined with the first term of “Oil Consumption”. And and Not are narrowing terms. Or is a broadening term. If I don’t wish to dig through 102 items, I would use the words And or Not.

RS3

1. Question: Looking at the Keywords on top, did I put quotation marks around the terms oil consumption? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Search Criteria**

(Keywords:oil and Keywords:consumption)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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| **Add Search Criteria:**  |
| Line 2 Operator:  | Line 2 Field:  | Line 2 Search Term: Use Thesaurus to help find Descriptors...  |
|  |  |  |
| Searchhttp://www.eric.ed.gov/ERICWebPortal/resources/images/gen_images/spacer.gifClear |

 | Show Only:Full TextPeer ReviewedEJ ArticlesED Documents |

1. Let’s say I wanted to study oil rich countries in Africa and the Middle East, but not Latin America, I could using my knowledge of the oil fields on both continents type in specific oil rich countries in the Line 2 Search Term box (and use And as the Line 2 Operator) or I could avoid Latin America by selecting Not in the Line 2 Operator and adding an appropriate term to the Line 2 Search box.
2. Go ahead and get on ERIC ([www.eric.ed.gov](http://www.eric.ed.gov)) use one of these methods and see how many results you get (Be sure to start with “Oil Consumption” as your first search term.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Another way of limiting your search is with the items under the Show Only descriptions. Click onto one of these and see the difference in the amount of text you would need to go through. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I’ll run through these terms as we proceed to look at the actual documents that come up.

1. For your own research purposes, which method would you find most beneficial and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Now let’s take a peek at an entry that we came up with. As we do, what is the significance/meanings of these terms/functions?
	1. Author(s) Ok, I know you know what they are, but how would you document them in your research paper? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. Pub date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. Pub type(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	4. Source \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	5. Peer Reviewed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	6. Descriptors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	7. Abstract \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	8. Full text Options \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading an ERIC entry

|  |  |
| --- | --- |
| **5.** [Safe Drinking Water and Satisfaction with Environmental Quality of Life in Some Oil and Gas Industry Impacted Cities of Nigeria](http://www.eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?searchtype=keyword&pageSize=10&ERICExtSearch_SearchValue_0=oil+consumption&eric_displayStartCount=1&ERICExtSearch_SearchType_0=kw&_pageLabel=RecordDetails&objectId=0900019b802f2e60&accno=EJ786866&_nfls=false%20%20%20%20) (EJ786866)  | Add this record to My Clipboard for printing, emailing, exporting, and saving.    |
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| **Author(s):** | [Ejechi, E. O.](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Ejechi+E.+O.%22); [Ejechi, B. O.](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Ejechi+B.+O.%22) |
| **Source:** | Social Indicators Research, v85 n2 p211-222 Jan 2008 |

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| **Pub Date:** | 2008-01-00 |
| **Pub Type(s):** | Journal Articles; Reports - Research |
| **Peer-Reviewed:** | Yes |

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| **Descriptors:**[Health Services](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Health+Services%22); [Fuels](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Fuels%22); [Water](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Water%22); [Quality of Life](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Quality+of+Life%22); [Foreign Countries](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Foreign+Countries%22); [Safety](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Safety%22); [Environmental Standards](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Environmental+Standards%22); [Questionnaires](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Questionnaires%22); [Housing](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Housing%22); [Sanitation](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Sanitation%22); [Police](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Police%22); [Transportation](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Transportation%22); [Schools](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Schools%22); [Social Indicators](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&newSearch=true&ERICExtSearch_Descriptor=%22Social+Indicators%22) **Abstract:**The availability and safety of drinking water and the environmental quality of life was investigated in five cities located in an oil-producing area of Nigeria using questionnaire-based scales, discussion and laboratory tests. Polythene-packaged sachet water and commercial and non-commercial private boreholes largely met the drinking water requirement of the cities. Consumption of sachet water was high (14.0-20.0 points vs. 25.0 points) but regression analysis indicated strong negative relationships with income group ([beta] = -0.75, P less than 0.005) and educational level ([beta] = -0.77, P less than 0.005) of respondents (658). Private borehole water was prevalent (18.7-19.9 vs. 20.0) while public water supplies were almost non-existent (4.8-5.6 vs. 20.0) in the cities. Vulnerability to contamination in all water sources was indicated following unacceptable counts of total and faecal coliform bacteria in 10-62.5 and 3-25% of samples, respectfully. Respondents were not satisfied with environmental quality of life indicated by the quality of housing, school, health services, refuse disposal, recreation, streetlight, transport and police (3.43-4.01 vs. 10). It is concluded that modernization and industrialization due to the oil and gas industries, tended to increase individualization to the negligence of common services as evidenced by the preponderance of private boreholes and sachet water. **Note:**The following two links are not-applicable for text-based browsers or screen-reading software. http://www.eric.ed.gov/ERICWebPortal/resources/images/btn_images/btn_icon_arrowdot_up_lb.gifShow http://www.eric.ed.gov/ERICWebPortal/resources/images/btn_images/btn_icon_arrowdot_down_lb.gifHide Full Abstract **Related Items:** [Show Related Items](http://www.eric.ed.gov/ERICWebPortal/search/simpleSearch.jsp?_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_Related_0=EJ786866)**Full-Text Availability Options:****More Info:**HelpHelp | HelpTutorial Help Finding Full Text ERIC does not have permission to provide full text for this record. Click here to learn about other options.**More Info:** |

1. Are the sources above useable for our research on Oil Consumption in Oil rich countries. Why/why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. If not are you wasting your research time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Let’s make it a bit easier. Now I’m going to click on the box “Show Full Abstract” and I get this:

**Abstract:**
The availability and safety of drinking water and the environmental quality of life was investigated in five cities located in an oil-producing area of Nigeria using questionnaire-based scales, discussion and laboratory tests. Polythene-packaged sachet water and commercial and non-commercial private boreholes largely met the drinking water requirement of the cities. Consumption of sachet water was high (14.0-20.0 points vs. 25.0 points) but regression analysis indicated strong negative relationships with income group ([beta] = -0.75, P less than 0.005) and educational level ([beta] = -0.77, P less than 0.005) of respondents (658). Private borehole water was prevalent (18.7-19.9 vs. 20.0) while public water supplies were almost non-existent (4.8-5.6 vs. 20.0) in the cities. Vulnerability to contamination in all water sources was indicated following unacceptable counts of total and faecal coliform bacteria in 10-62.5 and 3-25% of samples, respectfully. Respondents were not satisfied with environmental quality of life indicated by the quality of housing, school, health services, refuse disposal, recreation, streetlight, transport and police (3.43-4.01 vs. 10). It is concluded that modernization and industrialization due to the oil and gas industries, tended to increase individualization to the negligence of common services as evidenced by the preponderance of private boreholes and sachet water. **Note:**The following two links are not-applicable for text-based browsers or screen-reading software.

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1. How could I avoid this simple mistake and waste of time? Remember we’re looking for a comparison of oil consumption in oil rich countries, and this is about water in Nigeria-incidentally Nigeria has great oil fields and is an oil rich country. (There are actually many possible answers to this question)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Another way is clicking the Full Text under the Show Only prompt. This will limit me to entries that will give me the entire article. Don’t be too hasty to get into all the articles, sometimes reading the abstracts will save you a whole lot of time and energy (and frankly sometimes the abstract is all that you need to get a singular point and tick off a useable source) . If the full text is not readily available, there may be options to purchase it or borrow it from the library, depending upon permission and availability.
2. Now let’s practice your abstract writing.

Abstracts

Write Abstracts for the three articles on oil (2 of which are found in the Appendices-all from ERIC database.) Abstracts have word limitations. For the first article you may have 150 words maximum; for the second article you may have 100 words maximum; for the third article (Martz is the author), you may have 50 words maximum. You must capture the essence of the entire article in these abstracts. When finished, find the articles on ERIC and compare abstracts. I abbreviated the articles in the appendix.

Article 1

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Article 2

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Article 3

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1. Using your own research topic, take some time to get to know ERIC at [www.eric.ed.gov](http://www.eric.ed.gov). Keep in mind it’s an education database, but often hold much more.
2. Write 2 abstracts for useful articles you’ve found (you may only look at the ones written on ERIC when you are done with your abstracts.)

Article 1

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Article 2

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Focus Activity

Using your skills obtained in the Project section on focusing your project, how would you focus your research to come up with the best results that would answer your driving question?

STEP ONE: Groups of 4-5 (10 minutes)

Create your Unanswerable Question:

Unanswerable Question: (So far we know that we are researching oil consumption in oil rich countries: Middle East and Africa – avoiding Latin America). What would a good unanswerable question be? Don’t forget we are doing a comparison. (One member of the group, write the question on the board)

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STEP TWO /Individual – Group (10 minutes) For the first five minutes, individually come up with 5 questions without consulting your group. For the second five minutes, share your best questions with the group and as a group decide on the best four-five subquestions. Answer the following question before researching.

What keywords will you use in your research? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subquestions (or Section Questions) sometimes help us in answering the bigger question.

1.

2.

3.

4.

5.

Assign each member a subquestion to research.

STEP THREE / Individual – Group (20 minutes) For the first ten minutes each group member individually research articles that would answer their assigned subquestion. If time is left over, they may research the following items found on Wordle ( ).\* For the second ten minutes, the group gets together and answers the questions below.

Now the real question is “do the section questions drive the research or does the research drive the section questions? What do you think? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How much “meat” does your research get?

How important is it that all of your research stays strictly on track with your Unanswerable Question?

To what extent do the Section Questions become important when the Unanswerable Question is being particularly stubborn?

In terms of a percentatge, estimate how many “good answers” you’ve received out of the total number of sources you’ve searched. (Put this % on the board under your question)

STEP FOUR: Classroom Discussion (10 minutes) Review the questions below for two minutes so that you have a ready answer for each if you are called upon.

Did certain questions get more valuable research?

How important is the framing of your question?

Are there questions that are more researchable than others?

Does lack of information mean it is a “bad question”/ or does it actually mean it is a good question?

If there is less research out there, how much author speculation is necessary?

Could the steps above be reordered to make your research easier?

\*For any interested student who wishes to continue research on this topic, please see the teacher for a start up bibliography.

Interview Techniques

(from the mind of Ms. Mary Worrell, former student teacher, THS)

After reviewing Ms. Worrell’s presentation (designed for this course, at <http://prezi.com/w9o4lwu8hdvv/interviewing-skills/>), answer the questions.

(Do your best not to refer back to the Prezi when you answer…you may go back to check your answers later).

1. What’s the first step in any interview?
2. Why is it good advice to know the background and expertise of your source?
3. Why is it important for you to know your topic (at least a little)?
4. What does Ms. Worrell suggest for the two criteria of questioning?
5. What four items should you bring with you to an interview? Explain each one.
6. What do you think the terms “Permission” and “Backup Plans” mean in practical terms?
7. When will “leads” and “source’s sources” be important?
8. What is the purpose for asking for repeated details during the interview?
9. Why should you type your notes after the interview?
10. What are three cardinal sins of interviewing?
11. Why do you think Ms. Worrell gave such detailed advice in the “Conducting a phone interview” section?

RS4

1. What are a couple things to consider while setting up the interview?
2. What are University Expert Guides?
3. Use each of the expert guides displayed in the Prezi to find potential interviewees. List the names and contacts here.
4. Set up an interview or two based on this information. Put scheduled interview time here.

Conducting a Fishbowl

Interview Reading in Reading Section

*Prep work: Everyone read the assigned readings for homework, everyone prepares questions for potential role as moderator.*

*Round I: Teacher assigns groups to Inside or Outside the fishbowl, and selects a moderator.*

*Whereas the content of the discussion IS important, this lesson’s goals are twofold, and the role and skills of moderator are being fine tuned. After a time, teacher selects second moderator to continue the process, After a time, a third moderator is chosen.*

*Round II: The Inside goes out and the Outside comes in. The process above is repeated concerning article 2, with the teacher selecting a total of 3 moderators during this round.*

*Discussion: Outside group from Round I discusses pros/cons of Inside group and vice versa.*

10 Interview Questions

Create your list of 10 interview questions after finding an expert source. You may use the interview as a source for your research paper (denoted as “personal interview” in works cited.) When you are finished writing the questions, rearrange the textboxes in a logical order. Make room for follow up questions that emerge from these originals on interview day.

This technique, an adaptation inspired by Cathy Peterson’s presentation (June 23, 2010) on CPS using brainstorming on post it notes, is one of many generating or focusing ideas techniques. If you are having troubles generating or focusing your ideas, feel free to ask about “Attribute Listing, Force-Fitting, Morphological Matrix, SCAMPER, ALoU, Evaluation Matrix, Hits and Hot Spots, Paired Comparison Analysis (PCA), Sequencing (S-M-L), all of which were covered in Peterson’s presentation.

*Unanswerable Question: ……………………………………………………………………………………………………………………………………………………………………………………………………………..*

Integrating Expert Opinion

Fill out the following using the quotations from above, interview notes, etc.

Summarize the interview without any direct quotes

What category can the opinion fall under? (There are many ways to categorize, so you can be as broad or specific as you wish.)

What other sources can be used that back up this expert’s opinion?

What nuances does this opinion have in comparison to others?

What sources contradict this expert’s opinion?

UbD Lesson Plans

For any senior planning to work with younger students in a coaching, facilitating or teaching role. (adapted from PDP workshop led by Kim Cabotaje and Angela Boubouheropoulos-June 22, 2010 )

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| **Title: Research and Writing** | **Subject/Course: Global Connections** |

|  |  |  |
| --- | --- | --- |
| **Topic: Paraphrasing** | **Grade: 12** | **Designer(s): E. DeMott** |

 |
|  |
| **Stage 1- Desired Results** |
| Established Goals: |
| Essential Understandings:Paraphrasing should change the wording of a passage without sacrificing the meaning. | Essential Questions:What are the “dangers” of misusing a thesaurus?How should a paraphrase balance the use of the original text with their own wording?To what extent does tone come into play in paraphrasing? |
| Students will know…How to identify alternative words, phrases, and sentence structures without sacrificing the meaning of the original text. | Students will be able to …Replace words, word order, phrases, and sentencing in order to paraphrase an original text.Manipulate the tone of the text to suit their needs in their writing. |
| **Stage 2- Assessment Evidence** |
| Performance Tasks:Nursery Rhyme Paraphrasing | Other Evidence:Text from article related to student research |
| **Stage 3- Learning Plan** |
| 1. Students will see 5 original texts and 5 attempted paraphrasing. They will identify whether each attempt is “good, bad, or ugly” and supply reasons for their answer. (Pre-assessment)

RS51. Students will have access to the Nursery Rhyme links (The Manual: Writing; Paraphrase Section) and follow the instructions on the worksheet (the instructions are abridged below).
2. Students are to choose 8 Nursery Rhymes from the link <http://www.zelo.com/family/nursery/>
3. Students should cut and paste the original text into the chart; then use paraphrasing skills to keep the meaning the same, but change words, phrases, and structure to make the rhymes their own.
4. Students will share their paraphrased text with the class.
5. Teacher will lead a discussion on tone, noting whether the original tone was maintained or altered, and discussing whether the manipulation of tone is necessary in finding the research writer’s voice.
6. Future work will include paraphrasing articles related to the student’s individual research paper.
 |

Paraphrasing

Choose 4 nursery rhymes to paraphrase from <http://www.zelo.com/family/nursery/>. You may use some words that are the same, but then the order should switch. The majority of the words you use should be your own, and the meaning of the text should remain the same.

In the two items marked CHALLENGE, please use formal research language in your paraphrasing.

CHALLENGE: <http://www.zelo.com/family/nursery/fiveducks.asp>

CHALLENGE: <http://www.zelo.com/family/nursery/muffet.asp>

Use the two columns on the next two pages to assist your paraphrasing

On the following page: Use the Comment Cards (essentially, your ideas) to Associate the significance of the text / significance of the paraphrase to your particular research.

Follow up with a Usable Material Card. Decide what you will use and in what form (Mode) you will use it. Generally speaking, if you use a direct quote, you would do so for stylistic, content, phrasing reasons. If you use a paraphrase, it would be to summarize, compress, or fit it more perfectly into the focus of your paper.

Note that highlighting is a good technique to make sure the items match which should reduce frustration at the stage in which you collate works cited citations and/or parenthetical citations.

|  |  |
| --- | --- |
| Original Text | Paraphrasing |
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| Comment Card | Usable Material | Mode |
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(Parenthetical) Citation

The following is a Cloze Note activity. To complete the blanks, you’ll need to read through the article on Editing and Proofreading. (<http://www.sunywcc.edu/LIBRARY/research/intext-citation.pdf> ) Some areas are direct quotations, others are summaries. So that your brain is “in the game,” I would like you to type out the words, or paraphrase, rather than cutting and pasting into the blanks.

 **IN-LINE (PARENTHETICAL) CITATION**

**INTEGRATING SECONDARY SOURCE MATERIAL INTO RESEARCH PAPERS**

**Prepared by Dr. Jim Werner, Associate Professor, English Department, Westchester Community College**

Research papers are often called \_\_\_\_\_\_\_\_\_\_\_\_ papers, because you need to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your own words and ideas with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This task presents some challenges. You need to do this in a way that leaves no doubt in the reader’s mind whether the words and ideas are yours or someone else’s. You also need to establish a sense of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; your paper should “hold together” as one \_\_\_\_\_\_\_\_\_\_\_\_\_piece of writing, and not “sound” like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

First, you should be aware that there are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ someone else’s words and/or ideas into your paper, all of which require \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**In-line Citation:**

Take a look at the material in parentheses at the end of the following sample sentences:

Debra Winthrop suggests that “we’re all potential winners in this game” \_\_\_\_\_\_\_\_\_\_\_

Some people feel that “we’re all potential winners in this game” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

That’s called in-line citation.

It provides the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. However, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

You should follow the punctuation in the above models exactly for standard shorter quotations. **Do not** write \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_ in your citation.

\* A Works Cited list is different from a bibliography; the first lists \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in your paper, while the second lists \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in writing your paper.

**Some general hints:**

• Cite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( \_\_\_\_\_\_\_\_\_\_\_\_\_ ) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( \_\_\_\_\_\_\_\_\_\_\_\_), except general/common knowledge. A good rule of thumb: when in doubt, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

• Use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ phrases, often naming the author, to integrate your quotations into your paper. Avoid “\_\_\_\_\_\_\_\_\_\_\_” or “\_\_\_\_\_\_\_\_\_\_\_” quotes. Set up direct quotations with your own introductory or transitional phrase:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Evan Smith disagrees. “New teachers are burning out faster” (32). [“floating” or “dropped” quotation]

\_\_\_\_\_\_\_\_\_\_\_\_: Evan Smith maintains that "new teachers are burning out faster" (32).

One easy way to avoid \_\_\_\_\_\_\_\_\_\_\_\_ quotations is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if your

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ phrase is a full sentence (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).

Example: Evan Smith identifies one main problem: “new teachers are burning out faster" (32).

• Be sure to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in parentheses if it's not in the introductory phrase.

Example: Some writers argue that "new teachers are burning out faster" \_\_\_\_\_\_\_\_\_\_\_\_\_

• Use only the section of the quotation that’s needed/useful. You must use \_\_\_\_\_\_\_\_\_\_\_\_ to “stand in” for words you omit in the middle of a quotation (and if you wish, at the beginning or end of the quoted material), but you should stay true to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Original: This play was, I have to confess, the greatest waste of time and money I have ever encountered. (from a review by Joe Schmoe page 21)

Correct: According to Joe Schmoe, “This play was… the greatest waste of time and money…” (21).

Incorrect: According to Joe Schmoe, “This play was… the greatest…” (21).

• Always be sure that the sentence incorporating your words and the author’s is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Correct: Joe Schmoe describes the play as “the greatest waste of time and money I have ever encountered” (21).

Incorrect: Joe Schmoe, about the play, “the greatest waste of time and money I have ever encountered” (21).

Note: To maintain grammatical correctness, you are permitted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Original: Every night, I creep down the stairs past my parents’ bedroom door and sneak out the window. (From an essay by Jane Brain, page 4)

Correct: Jane Brain describes how she “creep[s] down the stairs” each night and “sneak[s] out the window” (4).

The reader understands that the original has only been altered to maintain

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Note, if you don’t understand this concept see Ms. Worrell’s Prezi <http://prezi.com/ws62oz7bi2mg/subjectverb-agreement/>)

• For quotes longer than \_\_\_\_\_\_\_\_\_\_ of prose text: indent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the entire quotation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; omit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; and place parenthetical citation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the quotation, after two spaces. Use these longer quotes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, only to capture style or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of an entire passage.

Example:

In another tale, “King Pest,” Poe depicts a similarly jumbled, irregular and confusing city which has become depopulated:

The paving-stones, loosened from their beds, lay in wild disorder amid the tall, rank grass, which sprang up around the feet and ankles. Fallen houses choked up the streets. The most fetid and poisonous smells everywhere prevailed;-- and by the aid of that ghastly light which, even at midnight, never fails to emanate from a vapory and pestilential atmosphere, might be discerned lying in the by-paths and alleys, or rotting in the windowless habitations, the carcass of many a nocturnal plunderer arrested by the hand of the plague in the very perpetration of his robbery. (243)

• Introduce the author and his/her work by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in your text when you first mention him/her; you might even want to name the work you’re quoting or paraphrasing in this initial mention.

Example: According to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, author of *Why We Can’t Help Acting Like Monkeys*, human behavior is fairly predictable, and usually destructive (65).

After that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Correct: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ even apologizes to monkeys for insulting them with this comparison (66).

Incorrect: \_\_\_\_\_\_\_\_even apologizes to monkeys for insulting them with this comparison (66).

• Use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (and occasional reminders) also to indicate summaries and paraphrases. Avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, in which you blend another writer’s ideas with your own in a paragraph indiscriminately, and then “slap on” a citation at the end.

Read through the examples of correct and incorrect and summarize why the second one is wrong

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Examples:

According to the *Olde Booke of Hoggwashe*, the world was due to end April

15, 1999 (97).

Many ancient writers predicted that the world was due to end April 15, 1999

(*Olde Booke* 97).

• If there are no page numbers (as is the case with many web sites), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example: The web page for the ASPCA lists ten things you can do to prevent animal cruelty (Smith).

**Examples of Paraphrasing, Summarizing, Quoting, and Plagiarizing**

Read through the Original Source, Summarizing, Paraphrasing, Quoting and Plagiarizing in the next section and describe the differences of each as well as why each is a good example.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Noodlebib Drag Drawers

RS6

Insert Chart here that log your own time.

Use Insert function above





 What is the division of time students spend writing their essays?

What is the division of time teaches spend grading the essays?

Use the drag drawers above to find out.

Browse Noodletools for researching advice as well as for setting up your own works cited page. Browse through the PDF presentations as well as the how to items.

Smith, Gilbert Abilock, CAIS 2009, 2010

If I told you a Thousand Times…



Abilock & Geiger 11/16/04, rev. 09/9/05, rev Abilock & Smith 3/1/07

Tricks of Apocopation

Students need permission (instruction?) to

 -Truncate -Abbreviate -Use symbols

Tendency to write in complete sentences unless told otherwise

“It takes 15 years to develop experienced writing and note-taking skills.” (Scardamalia & Bereiter, 1991)

Abilock & Geiger 11/16/04, rev. 09/9/05, rev Abilock & Smith 3/1/07

For a list of common English apocopations see Wikipedia at:

<http://en.wikipedia.org/wiki/List_of_English_apocopations>

For some research tools, including truncation, see

<http://libguides.tru.ca/content.php?pid=83262>

For some common (and uncommon) abbreviations used in research, see

<http://www.aresearchguide.com/comabb.html>

List Analysis

To gauge your use of variety of sources, Noodletools offers a “list analysis” – a chart based upon what you entered into your citations page. Since variety is a criterion of any good writing, this tool is extremely useful.

Here are a few sample charts that are based on a list of resources researched for a project/paper on the Sudan. (see project pages and talk to teacher if you are interested in pursuing such a project/paper idea.)

How can this information be useful? What are some downfalls of this particular bibliography? What are some of the strengths? What would you suggest to the researcher to do for improvement?

After reviewing the information, and complete with your research, replace the fake bibliography with your own list analysis here.

   

From: Fake Bibliography for Global Connections on Noodletools.com

The Ideal Balance (the Key Word is “Variety”)

 Sources will differ depending upon the goal or the type of research, but researchers should aim for the following balance.

Source Types

1/3 Print (For Global Connections: 5 sources minimum)

Includes all paper versions, databases with material originally from a print source.

1/3 Web (For Global Connections: no minimum)

Includes all items originating from a website, excluding emails and social networking chatrooms

1/3 Other (For Global Connections:1 source minimum)

Includes Interviews, Speeches, Emails, Personal Contact

Currency

No source should be cited that is over 10 years old (some research goes back only 5 to 7 years limit, depending upon the field of study). Sources older may be quoted from if brought to light in a source that falls within the 10 year window, and sources older than 10 years can be used for background information. Generally speaking, sources should span the range of the ten years, with the understanding that the majority of sources will probably be within the most recent five years.

A Tricky Game of Dice

Everyone does it. Cutting and Pasting is a reality in high school.

I’ve procrastinated until Plagiarism is the only option

I’m overbooked; this assignment is too difficult / meaningless.

I don’t know how this material got into my paper

I’ve gotten away with it before

I didn’t know what Plagiarism was

Interview Techniques

Parenthetical Citations

Integrating Expert Opinion

Apocopation

Logical Fallacies

ERIC

Directions: Game two:

Make a die out of the bottom layout. When you roll with a partner, explain the item displayed on the die as fully as you can.

Using their notebooks/ worksheets, partners should ask 2-3 questions so that the first player can fully explain before it is their turn to roll. The answer cannot be with use of notebook/worksheet.

Roll again if there are any repeats. Game is finished once all of the items are fully explained.

Alternate Game: Change the terms to double the fun. Play until every term is mastered. Repeat as needed.

Materials:

 Printed copy of this page. Scissors. Tape. Luck.

Directions: Game one:

Cut out the top two crosses to make your own dice. Then roll the top them to see if you’d win at the Plagiarism Game.

If you attempt to plagiarize and “win”, you’ll get one class grade in the grade book and no knowledge to boot. If you lose, you’ll suffer the additional consequences.

Alternate Game : Don’t play.

You don’t want to risk your final grade with a roll of the dice by “seeing” if you can get away with plagiarism

Ignorance is not an acceptable excuse.

If your friends jumped off the Chesapeake Bay Bridge Tunnel…

Procrastination doesn’t equal incompletion. If you’ve done the homework leading up to the final product, you’ve evidence of work. Show that, if nothing else.

Time in class, time at home, assignments structured to step up to final product, question of priorities, writing lab, resource professionals, teacher

Documentation, Note cards, Use of Noodletools, Highlighting Method, Comment Cards

What learning took place? Are you a better person? A better member of society? What does this say about you? About honor?

-Every English class

-Contract

-Covered in this class

-Administration / Teachers will discuss

-[www.dictionary.com](http://www.dictionary.com)

-Classmates