



Norfolk Public Schools
The cornerstone of a proudly diverse community

English 9th



Phase IV
May 18 to June 5, 2020

Name:

School:

Teacher:

NPS Curriculum & Instruction

#NPS LITERACY
 STRATEGIC.
 AUTHENTIC.
 ENGAGED.

NPS English Office

Learning in Place 2020/Phase IV

9th Grade



Phase IV is focused on teaching students how to do a variety of skills necessary for conducting research and creating a research product, so the format of assignments and directions will be a slightly different.

Theme/Research Question	How does the media shape our opinions of the "truth" of the information we receive and local, state, or federal officials? How can we tell what is true and what is grossly biased?
Making Thinking Visible	For instructional text (text that is intended to teach you how to do a skill), annotate by highlighting or underlining the key information that is necessary to understand or learn the skill, write questions in the margin that you can ask your teacher for further clarification, and write a short summary explaining what you learned from that instructional text. For the research articles , annotate the three credible reliable, sources by underlining or highlighting information that will help you answer the research question.. You will then take notes and write summaries and paraphrases following the instructions on the Taking Notes Sheet.
Daily Reading	READ 14.2: Each day read for 15 minutes, something of choice, and complete the reading log including the title of the book/text, the number of pages read, and a hashtag summary of what was read. The reading log is on the back of this sheet. A sample entry is included.
Daily Writing	Three times a week write about your research question by considering the following or other ideas related to the research question: How much do we believe what the media tells us? Do we tend to believe everything we see and hear? Is the media biased towards or against particular ideas or political figures? Does the media treat all issues and political figures objectively or do they display bias? What methods can we use to evaluate what we see and hear? Feel free to include sketches, cartoons, and drawings to journal reflections.

May 18-22

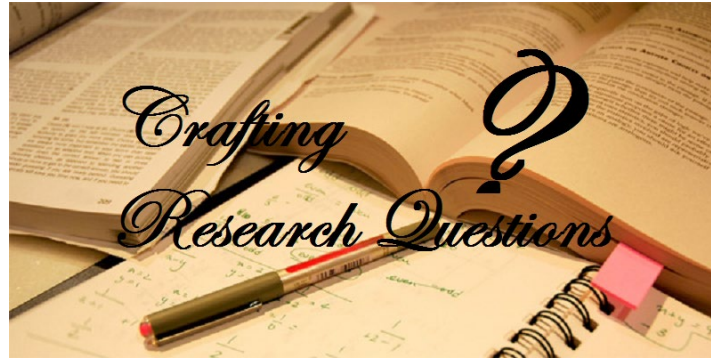
Instructional Texts	Tasks
1. Formulating Research Questions 2. Conducting Your Own Research 3. Collecting Information from Reliable Sources	1. Complete the activity attached to "Formulating Research Questions." 2. Complete the interview and observation task attached to "Conducting Your Own Research." 3. After annotating "Collecting Information from Reliable Resources", complete the task to help you evaluate the research sources/articles that have been provided.

May 25-29

Instructional Texts	Research Task
4. Quoting, Summarizing, and Paraphrasing 5. Plagiarism	4. Complete "Taking Notes Sheet" for each of the three credible sources. 5. There is a plagiarism activity attached to "Plagiarism and Intext Citations."

June 1-5

Instructional Texts	Research Task
6. How to Create a Works Cited Page 7. Works Cited Sample	Complete the Research Scaffold according to the instructions provided. Be sure to use "How to Create a Works Cited Page" and "Works Cited Sample" to help you create a works cited page with work cited entries for the interview, the observation, and the three credible sources on a separate sheet of paper.



Elements of a Good Research Question

- Require a judgment or evaluation to be made
- Be researchable (it is possible to find relevant and credible sources)
- Involve genuine points of ongoing debate
- Invite engagement with alternative perspectives
- Is simple and does not contain multiple, nested questions.

How to Develop Good Research Questions

- Ask open-ended "how" and "why" questions about your general topic.
- Consider the "so what" of your topic. Why does this topic matter to you? Why should it matter to others?
- Reflect on the questions you have considered. Identify one or two questions you find engaging and which could be explored further through research.

How to Narrow and Focus Your Question

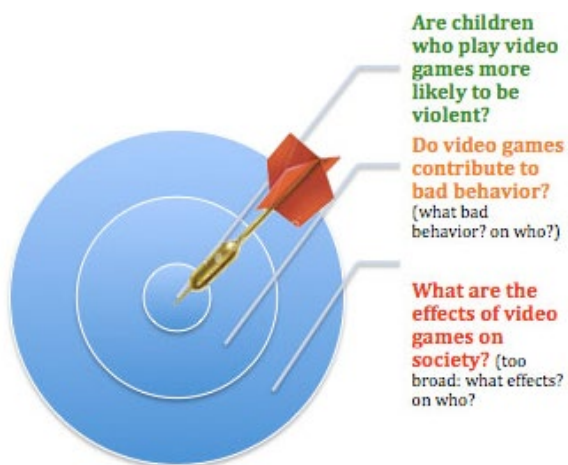
- What aspect of the more general topic you will explore?
- Is your research question clear?
- Is your research question focused?
- Research questions must be specific enough to be well covered in the space available.
- Is your research question complex?
- Questions shouldn't have a simple yes/no answer and should require research and analysis.




Things to Consider

- If you are making an argument, what will you say?
 - Why does your argument matter?
 - How might others challenge your argument?
 - What kind of sources will you need to support your argument?

Research Question Examples

Notice that the question closest to the center or considered a "hit" is more focused, clear, and complex.



	A hit!	How does divorce influence children's social development?
	Close!	What effect does divorce have on children? (what effect?)
	Miss!	How will the aftermath of divorce affect humanity? (too broad: what aspect? who?)

Directions: Examine the questions below. Decide which ones are a miss (broad and vague), close (better but not quite specific enough), or a hit (clear, focused, and complex). Be sure to justify your answers.

1. A. What characteristics determine whether or not students will succeed in college?
B. What kind of students do well in life?
C. How good of a predictor is standardized testing for college academic success?
2. A. What effect does birth order have on children's success?
B. Do first-born children end up more financially successful?
C. Does birth order make a difference for children?
3. A. What is the environmental impact of plastic water bottles?
B. What is the impact of bottled water on the environment?
C. How does trash pollute the environment?

Adapted from resources from colleague, Carrie Longworth, and <https://scc.libguides.com/c.php?g=18253&p=102734>.

Conducting Your Own Research

Although you will be provided research articles, you will also be conducting research of your own by interviewing someone and doing an observation. All of this research will help you answer the research question below.

Research Question: How does the media shape our opinions of the "truth" of information we receive and local, state, or federal officials? How can we tell what is true and what is grossly biased?

Interview (in-person, online, via telephone)

Rules for Conducting Interviews

- Have a list of questions prepared.
- Take notes of the interviewee's responses.
- Try to avoid "yes" or "no" questions, but if you have one of these be sure to ask a follow-up question that offers the opportunity for the person to give reasons and explanations.
- Do not ask questions that show your bias or lead the person you are interviewing in a specific directions.

Biased: Don't you agree that 14 year-olds should be allowed to drive?

Revised: Do you believe 14 year-olds should or should not be allowed to drive? Why? OR What do you believe is an appropriate age for people to begin driving and why?

- Your questions should be clear and concise. The first four interview questions are provided for you below.
- Ask one question at a time to give yourself time to record answers and the person you are interviewing the wait time to really think about and answer your question.

Task: You must interview at least one person. You may interview more than one. Four questions have been provided for you. You should also create 3 to 5 questions to complete your interview.

Question 1: What is the definition of fake news?

Question 2: How do you determine if something you read or hear is real or fake?

Question 3: Can you give me some examples of when you have seen stories or details that contradict one another?

Question 4: What did you do to help you determine the "truth"?

Observations: (TV news source, videos, people)

Guidelines for Conducting Observations

- Write what you actually see or hear not what you think about what you see or hear. The goal is to be objective.
- Be descriptive and specific using adjectives to help describe what you are observing.
- Focus on details that relate to your research question.
- Describe what you see—images, colors, changes.
- Write down specific quotes that you hear that really relate the question you are trying to answer.
- After you complete the observation, you should reflect on what you have observed and write your thoughts and any questions you might still have.

Task: Choose something or someone to observe that will help you find information on your research question. Use the guidelines above to conduct your observation.

Suggestions for Things to Observe

- Watch the coverage of the same news story on FOX News and MSNBC or CNN.
- Watch videos on FB or Instagram about news stories that are not directly connected to a well-known news source. These could be related to COVID-19, politics, world news, celebrities, etc.
- Observe how people around you talk about politicians (the President or the Governor or Democrats versus Republicans)
- Think of other things you can observe related to your research question.

Collecting Information from Reliable Sources

When researching, you need to identify reliable sources (both print and digital) and be aware of where you're getting your information from.

The Easiest Way is not the Best Way

Do not use the top Google search results:

- ❖ Yahoo Answers
- ❖ Ask.com
- ❖ Wiki Answers
- ❖ Web MD



Be careful when using Wikipedia!

Avoid Wikipedia or other sources that anyone can edit; however, Wikipedia articles often have credible sources listed at the bottom in their works cited.

CRITERIA TO CONSIDER WHEN EVALUATING AN ONLINE SOURCE (OR ANY SOURCE)

THINK:

- What kind of text is it—a newspaper, an official website, a book, a magazine, a scholarly article in a peer-reviewed journal?
- Can you find who authored or published the work and when it was published?
- If the source is more than five years old, you should verify if newer, more accurate information is available.

Relevance


- ❖ How recent is the information?
- ❖ Does the information really add to your paper?
- ❖ Does the information support your research?

THINK:

- Does the author seem to be an authority on the subject they're writing on? How do you know this? What are their credentials?
- Is there evidence in the article to back up what the author is saying?
- Does the source cite its sources?

Credibility

- ❖ Is the author stated?
- ❖ What are the author's credentials?
- ❖ Can they be trusted?
- ❖ Is it peer reviewed?
- ❖ Is it from a credible institution?




THINK:

- What organization is the author or this piece associated with? Could it be written from a biased point of view?
- Does the author use a lot of loaded (or emotional) language? This often suggests bias, but depending on the goal of the text and where they got their information, the source may still be credible.

Bias

- ❖ Is the author trying to steer you in a certain direction?
- ❖ Is their argument and research only showing one side of an issue?
- ❖ Is there more commentary than fact?



FACT: Norfolk Public Schools is located in southeastern Virginia.

OPINION: Norfolk Public Schools' teachers work hard to ensure their students are learning.

PROPAGANDA: Students who do not attend Norfolk Public Schools do not receive a quality education, and will probably not be accepted into college.

THINK:

- Does the author use citations? Is it clear where the author has gotten their information?

Accuracy

- ❖ Does the website provide accurate information?
- ❖ Is there clear proof and research to back up the information?
- ❖ Are there any citations?
- ❖ Do any other websites have the same facts?



WEBSITES TO BE CAUTIOUS OF OR EVEN AVOID

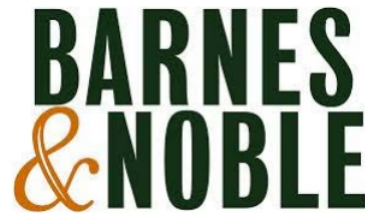
Advocacy Websites

- ❖ Promote policies, actions, and campaigns
- ❖ Often can be biased
- ❖ URLs end in .org
- ❖ Non-profit websites



Commercial Websites

- ❖ Owned by a business or corporation
- ❖ Purpose is to sell goods and services
- ❖ URLs end in .com



Blogs and Personal Websites

- ❖ Can have information on everything and anything
- ❖ Can often be very opinionated
- ❖ Every blog will be different.
- ❖ These websites are only as credible as their author!

Satirical Websites

- ❖ "News" sites
- ❖ Sometimes have believable headlines
- ❖ Examples: www.theonion.com, <http://dailycurrent.com>

Researchers Announce They Don't Have Heart To Reveal
What Will Happen To 1 In 5 Women



What are examples of websites to never cite?

Wikipedia ask.com Yahoo Answers
petco.com modcloth.com

Which should be used with caution?

peta.org aspca.org change.org
wordpress.com

What are examples of good websites to use?

Fws.gov habitat.noaa.gov schoolcraft.edu

- For online sources, the domain name (or end of the URL) can sometimes provide a clue as to the webpage's origin:
 - .edu—sites associated with educational programs or institutions
 - .gov—sites associated with the U.S. government
 - .org—sites associated with organizations (non-profits)
 - .com—commercial sites (for profit, typically)
 - .net—network infrastructures
 - .uk, .fr, .jp—sites based specifically in countries outside the U.S.

WAYS TO FIND RELIABLE, CREDIBLE SOURCES



scholar.google.com

- ❖ Will not give you the top google search results
- ❖ Has peer reviewed and non-peer reviewed sources
- ❖ Shows how many people have cited a source
- ❖ Shows related articles and websites
- ❖ Will cite your work for you
- ❖ You can save your searches if you are using a Google account

You must have a NPL Library Card Number to access the online resources here.

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Select a database category below or select "Expand/Contract Questions and Answers" to view all NPL databases. Most databases require your 13 digit library card number.

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[A to Z List of Databases](#)

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Home ► Departments Media Services

MEDIA SERVICES	DATABASES	EBOOKS
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WHRO	Gale Virtual Reference Library	Find It Virginia Ages 0-4
GradPoint	InfoTrac Religion & Philosophy	Find It Virginia K-5
	Kids InfoBits	Find It Virginia Middle School



Accessible from home or school.

Search a comprehensive database of all library media holdings in Norfolk Public Schools. Use your NPS user ID and password to access the Destiny account for your site. To access the Destiny Catalog, log-on to: <http://npsk12.follettdestiny.com>

Materials located at another school are available through interlibrary loan. See your library media staff for details.



Access eBooks and resources in one easy place with **Destiny Discover** at <https://www.gofollett.com/> or from Reference Resources on our webpage, <https://www.npsk12.com/reference> Use your NPS user ID and password or see your library media specialist for guest account information. Free mobile apps are available.



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Databases for students of all ages
ID: nps9876

Gale PowerSearch

<http://tinyurl.com/npsgaledatabases>
Access resources from several current, robust databases through **Gale Power Search** by selecting:
•All Cross-Searchable Products &
•Select All
Gale Power Search users are able to conduct research with ease and produce more relevant results.



<http://www.finditva.com/>

You can find:

- magazine & newspaper articles
- TV and radio transcripts
- encyclopedias and other reference works
- company & investment reports
- health and wellness information
- literary criticism and more...

eMediaVA

Clever

<https://emediava.org/login>
Login to eMediaVA from school by using your NPS login credentials. Access eMediaVA from home or school without using a login.

The NPS access points include:
•The NPS Homepage under Students, Staff and Parents - Select eMediaVA
•Reference Resources - Select eMediaVA
•Clever in the ZENworks Window > **Log in using Google** > Scroll down to locate eMediaVA



One search box gathers information from these resources:

- Grolier Multimedia*
- Encyclopedia Americana*
- Multimedia Encyclopedia*
- Amazing Animals of the World*
- America the Beautiful*
- Lands and Peoples*
- The New Book of Knowledge*
- The New Book of Popular Science*

User ID and password are not required on networked school computers.

To access from home, log-on to:
<https://digital.scholastic.com/site/launch/chgo?ucn=600015915>
user name: students
password: nps9876



•*World Book Kids*
•*World Book Student*
•*World Book Timelines*
•*Enciclopedia Estudiantil Hallazgos*
User ID and password are not required on networked school computers.
To access from home, log-on to:
<http://tinyurl.com/npsworldbook>
user name: npsstudents
password: nps9876

Information for this resource was compiled and adapted from

<https://www.schoolcraft.edu>

<https://www.miamioh.edu/hcwe/handouts/reliable-sources/index.html>

owl.purdue.edu

Source Credibility Checklist

Positives: Assign one point for each statement that is true of the source	Source 1	Source 2	Source 3	Source 4	Source 5
An author is listed.					
The web address ends in .edu or .gov.					
The author does not use loaded, emotional language.					
The main purpose is to provide facts not opinions.					
The source is from the last 5 years.					
The source is from a scholarly journal or reputable news organization.					
The organization supporting the source seems to be trustworthy.					
The author seems to have expertise in the field.					
The author references other research in the source.					
Total Points					
Negatives: Assign one point for each statement that is true of the source					
The source is opinion-based.					
The source is biased.					
The source does ends in a .com or .org					
The source is from Wikipedia.					
The organization supporting the source seems to have an agenda or bias.					
The source is from a blog or personal website.					
The organization supporting the source does not take responsibility for the comments of the writer.					
Total Points					
<p>Compare the number of positive statements to negative statements. If the source scored high in positive statements and low in negative statements, then is probably quite credible and reliable. If it scored higher in negative statements, it is either suspect or definitely not credible and reliable for research purposes. Write and CR for credible/reliable and an U for unreliable/not credible.</p> <p>Hint: 3 are reliable and 2 are not.</p>					

Quoting, Summarizing, and Paraphrasing

Quoting

Direct quotations are short passages of the original author's exact words that you might pull from the source because the way it is written is essential or powerful.

Rules for Using Quotations

- Should be placed inside quotation marks ("").
- Each time you use a direct quotation it should be for a specific purpose such as:
 - The author says something powerful that you cannot easily put into your own words.
 - Rewording would change the specific point the author is making and lose some of the effect.
 - Referencing a respected scholar or organization would add credibility to your argument.
 - Your readers would benefit from an outside example.
- All quotations should be introduced, surrounded by quotation marks, cited properly, and followed by your explanation of the quote's meaning to your argument.
- You can quote complete sentences or just a few words: **SEE EXAMPLES BELOW**

Stephen D. Cox questions why the sinking of the *Titanic* continues to resonate whenever disaster strikes: "It is virtually the only disaster that is perpetually remembered, commemorated, and even celebrated. The answer has to do with the drama of choice, not with the brute facts of the disaster itself."

OR

Stephen D. Cox questions why the sinking of the *Titanic* "is perpetually remembered, commemorated, and even celebrated."

Make sure, however, that direct quotations do not dominate your paper. Using a large number of quotations suggests that you did not understand the source or the topic and also takes away from what you as an author have to say.

Summarizing

Putting the main idea(s) into your own words, including only the main point(s).

Rules for Writing and Using Summaries

- Even though you are using your own words, because they are not your original ideas, you must still give credit to the source by citing the source.
- Summaries are significantly shorter than the original and take a broad overview of the source material.
- One of the best ways to summarize is to read and take notes on a source and then write summary statements in your own words.
- Summarize
 - when you want to condense a large amount of information into a couple of sentences
 - when you want to insert your own commentary directly into the summary itself.
- **SEE EXAMPLE ON THE NEXT PAGE.**

Original Paragraph

“Hipster refers to a subculture of young, urban middle-class adults and older teenagers that appeared in the 1990s. The subculture is associated with independent music, a varied non-mainstream fashion sensibility, progressive or independent political views, alternative spirituality or atheism/agnosticism, and alternative lifestyles. Interests in media include independent film, magazines such as Clash, and websites like Pitchfork Media.”

Summary

Hipsters are a group of younger individuals that try to draw inspiration from different eras, mostly in an attempt to appear different from the dominant society (Farmer 108).

Paraphrasing

Putting information into your own words and including essential details. Paraphrases are more detailed than a summary.

Rules for Paraphrasing

- Must include all of the essential detail.
- Must **completely restructure and reword the sentence(s)**.
- Changing, moving, or omitting a few words from the original sentence or using the same sentence structure, grammar, or word choice does not count as paraphrasing. Effective paraphrasing involves drastically rewording the original information.
- Keep the following standards in mind:
 - Combine multiple sentences, ideas, or facts into a brand new sentence.
 - Use your own words and sentence structure.
 - Maintain your own writing voice and style.
 - **SEE EXAMPLES BELOW**

Stephen D. Cox's “Why the *Titanic* Fascinates More Than Other Disasters.”

Original Text: About 1,500 people died that night. None of the rest survive today. But the *Titanic* disaster has never faded from the world's imagination.

Notice that the poor paraphrase begins basically the same way as the original and the information is organized the same way.

Poor Paraphrase: Around 1,500 people died on the *Titanic*. All of them have since passed on. However, the *Titanic* has not yet left our minds (Cox).

Effective Paraphrase: Even after 100 years and the loss of its last survivor, the *Titanic* is still relevant and remembered with exhibits and museums around the world (Cox; Williams).

The effective paraphrase has a different focus for the beginning and even combines information from more than one source, yet says the same thing.

Adapted from <https://www.miamioh.edu/hcwe/handouts/reliable-sources/index.html>

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Taking Notes

Research Question:

Source Information: (author, article title, publishing info or larger group that supports the article, date it was published)

Directions: Take notes in the left hand column using short phrases to get the essential information that you need. If there are quotations that you want to use just as they are stated in the text, write them in the notes section and highlight or circle them. In the right hand column, combine some information from your notes column into either summaries or paraphrases. You must have at least two of each---direct quotation, summary, paraphrase.

Notes	Summaries and Paraphrases

For the other two sources, make a notes sheet like this on your own paper.

Plagiarism and In-Text Citation

Plagiarism is the act of presenting another person's words or ideas as if they were your own. It is the theft of property – just like stealing someone's car and driving it around as if it were your own – only the property is not a physical object, but the verbal or written expression of thoughts and ideas. Plagiarism, whether you do it on purpose or by accident, is theft.

It is important for you to realize that plagiarism is a serious offence and there are consequences for being caught plagiarizing the work of others in high school, college, and beyond.

In high school...

- In most high schools, a paper that contains plagiarized material receives a ZERO. Since writing accounts for 40% of your English grade, this one mistake can result in a failing grade, and a failing grade in English *could* result in a delay to your graduation.
- In most high schools, students who are caught plagiarizing will be referred to administration for disciplinary action.
- Many clubs or organizations will not allow students who have been caught plagiarizing to join. This could include getting removed from sports teams or expelled from extracurricular activities.

After high school...

- Colleges will expel a student caught plagiarizing on a paper. No refund, no graduation, no degree.
- Publishing someone else's work as your own is against the law. The author your plagiarized can take you to civil court and win a ridiculous amount of money.
- In some cases, you could be fired from a job for plagiarism. This happened to New York Times reporter Jayson Blair in 2003.
- A Harvard student was recently sued when she plagiarized *one page* of a novel she published.

Pre-Test: Read each of the following. Is it an example of plagiarism or not? Highlight the examples of plagiarism.

1. You use a quote directly from a magazine article without citing the source.
2. You include a well-known proverb in your paper and do not use a citation.
3. You read and paraphrase an author's ideas and do not cite the source.
4. Your very nice mother writes the introduction of your essay and you turn it in.
5. You copy and paste part of a paragraph from an online source without using quotation marks.
6. You mention a well-known historical fact without citing a source.

What constitutes plagiarism?

Plagiarism occurs in a number of ways. Whether you intentionally plagiarize or accidentally plagiarize doesn't always make any difference. You are responsible for it either way.

Direct Plagiarism: Copying the work of another author with no attempt to show that the words came from a source other than yourself. No quotation marks, no citations, no reference to another author.

Direct "Patchwork: Plagiarism: Copying from several different sources and "weaving" them together in an attempt to hide the fact that text has been copied.

Paraphrasing without Citation: A paraphrase is simply a rewording of someone else's ideas, without the new author adding anything to it. Shifting the words around, or simply swapping out synonyms here or there, is still stealing that author's ideas, and still constitutes plagiarism.

Insufficient use of Quotation or Citation: Using part of another authors text, but failing to adequately indicate what was quoted, or failing to indicate the source via citation. This usually happens when students try to paraphrase an author and slip into quotation without realizing it.

The above is adapted from Academic Integrity Tutorials at Norther Illinois University (<https://www.niu.edu/academic-integrity/faculty/committing/examples/index.shtml>)

How do I avoid plagiarism?

To avoid plagiarizing the work of others, you must make sure to do two things:

1. When you use the words written or spoken by another person, you must both (a) put those words inside of quotation marks *AND* (b) provide a proper citation which gives credit to the original author/speaker.
2. When you *paraphrase* the ideas of another person, you must give a proper citation which gives credit to the original author/speaker.
 - a. A paraphrase is a lightly reworded “summary” of another author’s ideas. If your “rewrite” of an author’s ideas does not add any of your own thinking or synthesize those ideas with other ideas to create something NEW, then it is a paraphrase and *must be cited*.

Proper Citation in Text

See also

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html

Citing sources in text requires a few things.

First, you must have the basic bibliographic information about your sources. See the information on Work Cited pages.

An in-text citation goes inside parentheses at the end of the sentence before the ending punctuation.

An in-text citation contains two pieces of information.

1. When you reference a source in the text, you will use the first word(s) from the citation in the Works Cited page. Usually, this is the author’s last name. Sometimes it is the title of a web page or article.
2. If there is a page number for the quote or citation include it after the authors name without any punctuation.

Examples

Here are two sample entries in a Works Cited page. (They are fake.) They will be used below to demonstrate proper citation within a paper. The first is a journal article. The second is a web site.

Montague, Romeo. "Love words: the link between romance and poetry." *Verona Weekly*, vol. 28, no. 2, Jan 2009, pp. 34-45.

"Love Poems Suck." *Mercutio's Corner, Verona Chamber of Commerce*, 3 Aug. 2016, www.mercutioscorner.com/

Quote and Citation:

Some poetry is better than others at expressing romantic love. Many believe "the sonnet is the purest, clearest form of love poetry on the planet" (Montague 34).

Because the sentence does not mention the author, the citation includes both author and page number.

While this may be true, it is not the only opinion out there. Some find the sonnet to be "lovesick gibberish" ("Love Poems Suck").

Because this is a webpage resource, only the page title is needed, even if the author is not mentioned.

Quote and Citation with Author Mentioned in the Sentence:

Montague says in his article, "rhyming couplets are a short, pithy way to express moments of love. They serve well as reminders that feelings of love and romance surface in the course of a day" (37).

Because the sentence mentions the author's name, only the page number from the article is needed.

Mercutio makes his position on rhyming couplets quite clear when he calls them "trashy tripe not fit for the ears of any man with an ounce of logic, sense, or self-esteem in his brain" ("Love Poems Suck").

Although the web page author's name is mentioned here, it doesn't change the citation, which still includes just the name of the page.

Paraphrase with Citation:

Although it may seem counterintuitive to some, the strict rules about form and meter and length of a sonnet actually add to its power as an expression of love. The act of being forced to control the language causes the writer to more effectively express their feelings (Montague 44).

This paragraph is a paraphrase of the original author's ideas. The essay writer has not added anything to the idea, so credit must be given by citing the author and page number.

Practice Tasks:

Take a look at each of the examples below. Determine whether the author has committed an act of plagiarism. Decide if it is or is not plagiarism or not. If it is plagiarism, use the rules of proper quotation and/or citation to fix the example.

Task 1: Original Text:

Source:

Tamaki, Jillian. Interview with John Green. *New York Times Book Review*. 10 October 2019, <https://www.nytimes.com/2019/10/10/books/review/john-green-by-the-book-interview.html>.

I like to write for and about teenagers, because young people are thinking about so many important questions, about love and meaning and justice. And maybe in part because they are new to those questions, teenagers tend to approach them without much embarrassment or ironic distance.

Student Writing:

Young adult fiction is great because young people are thinking about so many important questions, about love and meaning and justice, and the fiction can help them think about answers.

Task 2: Original Text:

Source:

"Global Warming 101." The Natural Resources Defense Council. 28 April 2020. <https://www.nrdc.org/stories/global-warming-101>.

In the United States, the burning of fossil fuels to make electricity is the largest source of heat-trapping pollution, producing about two billion tons of CO₂ every year. Coal-burning power plants are by far the biggest polluters.

Student Writing:

There is little question about where the pollution comes from, since "the burning fossil fuels to make electricity is the largest source of heat-trapping pollution, producing two billion tons of CO₂ every year."

Task 3: Original Text:

Source:

Sifferlin, Alexandra. "It's the little things." *TIME Magazine*. 187:6-7, 22 February 2016, pp. 76-86.

In the past couple of years, scientists have shown that sedentary behavior, like sitting all day, is a risk factor for earlier death. Several studies published in 2015 found that hours spent sitting are linked to increased risk of Type 2 diabetes and nonalcoholic fatty liver disease – even if people exercised regularly.

Student Writing:

Everyone knows that exercise is good for you, but that doesn't always mean you have to go out jogging or lifting weights. In fact, just getting up and moving around can help. According to scientists in 2015, "sedentary behavior, like sitting all day, is a risk factor for earlier death" (Sifferline 84).

How to Create a Works Cited Page

- Your Work Cited page is a list of ALL the sources that you pulled quotes or ideas from in your writing. If your LANGUAGE or INFORMATION is from someone else, you must give them credit.
- It is a separate sheet of paper attached to your research paper.
- It is TYPED in Times New Roman 12 point font. Do NOT hand-write your Work Cited page!
- Your sources are listed in alphabetical order by author's last name or title (depending on the source).
- Your sources are not numbered or lettered.
- Entries must be formatted using a hanging indent.
 - Type the full citation without hitting the enter key. When the entire citation is typed, hit enter.
 - Highlight all of your citations, click the arrow in the paragraph section of the HOME tab (¶). Under "indentation" find the "Special" section and select "Hanging."
- Everything is left justified on the page; do not CENTER your entries.

How Works Cited Entries Should Look:

BOOK ENTRIES LOOK LIKE THIS (Punctuation included!)

[see also https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_books.html]

Author's Last Name, First Name. *Title of book*. City where the book was published: Publishing Company, Year the book was published.

ARTICLE/ESSAY ENTRIES LOOK LIKE THIS (Punctuation included!)

[see also https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_periodicals.html]

Author's Last Name, First Name. "Title of article." Name of magazine/journal. Volume: Number, Publication date, page numbers.

INTERNET SOURCE ENTRIES LOOK LIKE THIS (Punctuation included!)

[see also https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html]

"Title of webpage." Name of the Website. Company or Person who created or sponsors the website. Date you accessed the site. <Complete URL including http://www >.

LIVE INTERVIEW ENTRIES LOOK LIKE THIS (Punctuation included!)

[see also https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_other_common_sources.html]

Interviewee's Last Name, First Name. Personal Interview. Date of interview (Day Month Year).

PUBLISHED INTERVIEW ENTRIES LOOK LIKE THIS (Punctuation included!)

[see also https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_other_common_sources.html]

Interviewer's Last Name, First Name. Interview with Interviewee's Name. *Name of publication*, volume, number, year. Page numbers.

OBSERVATION SOURCE ENTRIES (videos, speeches, etc) LOOK LIKE THIS (Punctuation included!)

[see also https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_other_common_sources.html]

"Title of video/episode/etc." *Name of series* from Source (website, radio station, etc), Date (day month year), <Complete URL including http://www >.

Works Cited

hanging indent

- Newspaper article → Dean, Cornelia. "Executive on a Mission: Saving the Planet." *The New York Times*, 22 May 2007, www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0. Accessed 29 May 2019.
- Internet article → Ebert, Roger. Review of *An Inconvenient Truth*, directed by Davis Guggenheim. *Ebert Digital LLC*, 1 June 2006, www.rogerebert.com/reviews/an-inconvenient-truth-2006. Accessed 15 June 2019.
- Journal article → Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology*, vol. 14, no. 1, 2007, pp. 27-36.
- Video (online) → Harris, Rob, and Andrew C. Revkin. "Clinton on Climate Change." *The New York Times*, 17 May 2007, www.nytimes.com/video/world/americas/1194817109438/clinton-on-climate-change.html. Accessed 29 July 2016.
- Video (full video) → *An Inconvenient Truth*. Directed by Davis Guggenheim, Paramount, 2006.
Leroux, Marcel. *Global Warming: Myth or Reality?: The Erring Ways of Climatology*. Springer, 2005.
- Book → Milken, Michael, et al. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly*, vol. 23, no. 4, 2006, p. 63.
- Personal Interview → Thomas, Myuncle. Personal Interview. 28 April 2020.

Research Paper Scaffold

Name: _____ Date: _____

Research Question

Hook

What is interesting about this question? Hook your readers with an interesting fact that might make them curious about this topic.

Interview and Observation Review

According to _____ (*person you interviewed*), his/her experience with _____ (*topic you interviewed them about*) suggests that

Additionally/On the other hand when observing _____ (*who or what you observed*), it became obvious that

Research Paper Scaffold

Literature Review

Using the three credible articles about your topic, list the relevant facts and ideas from each source that help support or develop the answer to your research question.

1. According to (*author/source*) _____ (*date* _____) the answer to the question about

is _____

_____.

List facts or ideas from the source that support this answer (at least one must be a direct quotation, at least one must be a summary of ideas, and at least one must be a paraphrase of ideas).

1. _____
2. _____
3. _____
4. _____
5. _____

In conclusion _____ suggests _____

_____ about the topic.

2. According to (*author/source*) _____ (*date* _____) the answer to the question about

is _____

_____.

List facts or ideas from the source that support this answer (at least one must be a direct quotation, at least one must be a summary of ideas, and at least one must be a paraphrase of ideas).

1. _____
2. _____
3. _____
4. _____
5. _____

The second author concludes _____

_____ about the topic.

Research Paper Scaffold

3. According to (*author/source*) _____ (*date* _____) the answer to the question about

is _____

_____.

List facts or ideas from the source that support this answer (at least one must be a direct quotation, at least one must be a summary of ideas, and at least one must be a paraphrase of ideas).

1. _____
2. _____
3. _____
4. _____
5. _____

In conclusion _____ suggests _____
_____ about the topic.

Analysis (Here, think about all the information you have read and create your best, complete answer to the research question written in your own words.)

Based on the research, the best answer to the research question is

Create a summary of the main ideas of the sources and explain how they are similar and different.

Conclusion

While many people wonder if _____
(*research question written as part of this sentence*), research suggests that

(*shortened summary of the answer*).

The most likely explanation seems to be that _____

Grade 9

Listed below are the titles and links to the resources you are to examine to determine if and how you might use them in your research project.

Titles	Links
SOURCE 1: "Fake news" — yesterday's Yellow Journalism— dates back to1800s	https://newsela.com/read/lib-yellow-journalism/id/2000000033/
SOURCE 2: MediaWise program hopes to teach students solid fact-checking skills	https://newsela.com/read/lester-holt-teens-fact-checking/id/49607/
SOURCE 3: Fake news in the time of coronavirus: how big is the threat?	https://www.theguardian.com/commentisfree/2020/mar/30/fake-news-coronavirus-false-information
SOURCE 4: Trends in the Diffusion of Misinformation on Social Media	https://journals.sagepub.com/doi/full/10.1177/2053168019848554
SOURCE 5: Political importance of mass media and how mass media influence political decisions	https://en.wikipedia.org/wiki/Influence_of_mass_media