

9.3.3

Lesson 3

Introduction

In this lesson, students learn how to effectively integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation. Students learn MLA conventions for in-text citation as well as for a works-cited page. Drafting their works-cited page—which is integral to the creation of any research paper—will help students avoid plagiarism. For the lesson assessment, students are asked to complete a words cited page, referencing all research in the research paper while also inserting in-text citation into a sample body paragraph. For homework, students are asked to draft the remaining body paragraphs of their paper using the in-text citation methods learned in class.

Standards

Assessed Standard(s)	
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
Addressed Standard(s)	
W.9-10.2.b, c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create

	cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Assessment

Assessment(s)
Students are assessed on adherence to the organization structure in their outline as well as how well they followed the citation methods discussed in class to avoid plagiarism.
High Performance Response(s)
<p>A high performance response may include the following:</p> <ul style="list-style-type: none"> • See attached works-cited page. • Sample body paragraph: Consider Alex the parrot. Animal scientist Irene Pepperberg spent 30 years teaching Alex, an African gray parrot, to speak (Morell). At first Alex would simply reproduce noises, but Irene also taught him the <i>meaning</i> of those sounds using simple patterns, like counting from one to ten. Eventually, Alex could differentiate between shapes and colors, and even communicated desires like, “Want grape,” or “Wanna go tree” (Morell). Pepperberg still works with a number of other parrots to teach them similar skills. <p>① Use the MLA Citation Handout (at the end of the lesson) as well as the W.9-10.8 and L.9-10.3.a portions of the Research Paper Writing Rubric: Informative/Explanatory to evaluate this assessment. Make sure students are properly citing references using the MLA guidelines.</p>

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • citation (n.) – a quotation from or reference to a book, paper, or author
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.*

*Because this is not a close reading or research lesson, there is no specified vocabulary. However, in the process of returning to the source texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

- ① Students should use their Vocabulary Journal to incorporate domain-specific vocabulary from Unit 9.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text: Standards: W.9-10.8, L.9-10.3.a, W.9-10.2.b, c, W.9-10.4</p> <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Citation Methods 4. Assessment: Works Cited Page and Body Paragraph 5. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 35% 4. 40% 5. 5%

Materials

- Student copies of the **9.3 Common Core Learning Standards Tool** (refer to 9.3.1 Lesson 1)
- Copies of the **MLA Citation Handout** for each student
- Student copies of the **9.3.3 Rubric and Checklist Packet**

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standards for this lesson: W.9-10.8 and L.9-10.3.a. Inform students that in this lesson, they will focus on proper citation methods in a research paper. Post or project the L.9-10.3.a standard for students. Ask students to get out their 9.3 Common Core Learning Standards Tool, read the new standard, and discuss their understanding in pairs. Inform students they will be learning to incorporate MLA style citations into their writing in this unit.

- ▶ Students listen and discuss their understanding of the new standard, L.9-10.3.a in pairs.

Activity 2: Homework Accountability

10%

Instruct students to form small groups. Ask students to share the first body paragraph they drafted for homework as well as their introduction paragraph assessed by the teacher with the small group. Ask students to discuss how drafting the introduction has helped them further clarify the direction of their research papers.

- ▶ Students form small groups and share their opening paragraphs with one another.
- 🗨 Possible student discussion responses may include:
 - Drafting the opening paragraphs of my research paper helped me articulate what I wanted to say in the rest of the paper. It steered the direction and helped me think through the organization of my body paragraphs.

Activity 3: Citation Methods

35%

Share with students that they will now learn how to cite information correctly within their paper. Inform students they have gathered information about their topic and have begun to organize it in a way that supports their claim. Explain to students that although they are the authors of their own paper, they are drawing on multiple other authors in order to make their point. Remind students that if they do not give those other authors credit for the work they reference, it is called *plagiarism*. Remind students that *plagiarism* is taking someone else's work or ideas and passing them off as one's own. Inform students that *plagiarism* is an ethical offense, and can often result in serious consequences. Explain to students that in addition to disciplinary consequences, *plagiarism* is counter-productive to the learning process, as stealing someone else's ideas will not result in the deep understanding that results from learning on one's own.

- ▶ Students listen.

Explain to students that someone can plagiarize by copying and pasting the exact words from a source without quoting it, but also by using different words to express the same idea as another author (e.g., if someone takes the central claim and evidence from another paper and writes it with different words, it is still *plagiarism* if it is not cited).

Inform students they can avoid plagiarism by always *citing* works properly. Proper *citation* gives credit to the author one is quoting, paraphrasing, or referencing. Explain to students that *citation* is quoting or referencing a book, paper, or author. Explain to students that there is a specific format for doing this, called MLA citation. Distribute the MLA Citation Handout. Ask students to look at the in-text citation portion of the handout first.

- ▶ Students listen and examine the in-text citation portion of the Citation Handout.

① Remind students to record the definition of *citation* in their Vocabulary Journals.

Remind students that the information needed for proper citation is in their Potential Sources Tool, which they received in Unit 9.3.2, Lesson 3. Inform students that within their essays, they should cite authors by providing, in parentheses, an author's last name as well as a page number after a quote, paraphrase, or use of idea (e.g., "People and animals are supposed to be together" (Grandin 5).) Explain to students that if the author's name already appears in the sentence, the parentheses can simply include a page number (e.g., Grandin says that "People and animals are supposed to be together" (5).) Instruct students that if the name of the author is unknown, they should provide a shortened version of the title instead (e.g., "People and animals are supposed to be together" ("*Animals*" 5).) This is useful for Internet articles and other sources where the author may not be given direct credit.

- ▶ Students listen.

① **Differentiation Consideration:** The specific formatting of in-text citations may require additional hands-on practice. Consider expanding this into a longer activity where students practice pulling quotes from and paraphrasing their sources.

① **Differentiation Consideration:** Consider telling students that web tools exist (like Easybib.com) to assist with citation formatting.

Explain to students that all of this information informs the reader where the source of the information provided in the paper derived from (e.g., "on page 5 of a book by Grandin"). This book will be listed on the works-cited page. Explain to students that a works-cited page comes as the final page in a research paper and is a list of all the sources used to write the paper. Ask students to look at the example on their handout and notice the formatting differences between different media. A book, for example, is cited like this:

Last Name, First Name. *Title of Book*. City of Publication. Publisher, Year of

Publication. Medium of Publication.

Instruct students to notice the difference between this format and that of a website:

Editor, Author or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

- ① Given the wide variety of source types students may have compiled over the course of their research, citation instruction for each and every medium may require extensive work. Consider focusing primarily on books or web publications and provide students with the following URL for reference when citing sources: <https://owl.english.purdue.edu/owl/resource/747/1/>. Alternatively, depending on the size of the class, consider providing individual instruction for students with atypical sources (e.g., radio interviews).
 - ▶ Students listen and observe differences between various sources.
- ① Information in this section adheres to MLA style and is modeled after instruction on <https://owl.english.purdue.edu/owl/resource/747/1/>.

Activity 4: Assessment: Works Cited Page and Body Paragraph

40%

Ask students to gather all the sources they intend to use to write their research paper. Inform students that they will work individually to create a works cited page for their research paper, using the Citation Handout and/or <https://owl.english.purdue.edu/owl/resource/747/1/> as a guide. Instruct students to also refer to the W.9-10.8 & L.9-10.3.a checklist in the 9.3.3 Rubric and Checklist Packet.

- ▶ Students independently create their works cited pages.
- ① Check in with students individually as they work, assisting as needed.

Ask students to take out the body paragraph they wrote for homework and insert proper in-text citation methods as needed.

- ① Assess students on their adherence to MLA conventions learned in class by using the MLA Citation Handout for reference (see the end of the lesson) as well as the W.9-10.8 and L.9-10.3.a portions of the Research Paper Writing Rubric: Informative/Explanatory.
 - 🗨️ A High Performance Response may resemble:

- Consider Alex the parrot. Animal scientist Irene Pepperberg spent 30 years teaching Alex, an African gray parrot, to speak (Morell). At first Alex would simply reproduce noises, but Irene also taught him the *meaning* of those sounds using simple patterns, like counting from one to ten. Eventually, Alex could differentiate between shapes and colors, and even communicated desires like, “Want grape” or “Wanna go tree” (Morell). Pepperberg still works with a number of other parrots to teach them similar skills.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, ask students to draft their remaining body paragraphs using the in-text citation methods learned in class.

- ▶ Students follow along.

Homework

Draft the remaining body paragraphs of the research paper using the in-text citation methods learned in class.

MLA Citation Handout

Name:		Class:		Date:	
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In-Text Citations

For in-text citations, use the following as examples:

“People and animals are supposed to be together” (Grandin 5).

Grandin says, “People and animals are supposed to be together” (5).

Works-Cited Page

Here are the different citation methods for various forms of media.

Book

Basic format:

Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Example:

Smith, Joe. *Joe Smith’s Theory of the Universe*. New York: Books Limited, 2013. Print.

Magazine/Journal

Basic Format:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: Pages. Medium of Publication.

Example:

Smith, Joe. “Joe Smith’s Theory of the Universe.” *Universe Theories*. 20 Apr. 1989: pp. 100–109. Print.

Website

Basic Format:

Editor, Author or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

Example:

Smith, Joe. *Guide to My Theory of the Universe*. UniverseBlogs. 16 Apr. 2001. Web. 19 Dec 2013.

Motion Picture

Basic Format:

Title of Motion Picture. Director. If relevant, list performers using 'perf.' to distinguish them from director. Distributor. Date of Release. Medium.

Example:

Theories of the Universe. Dir. Joe Smith. Perf. Joe Smith, Jane Smith, Robert Smith. Touchstone. 2012.
DVD.

Adapted from The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue University, 2008. Web. 1 Dec. 2013.