

## Topic Chooser

- What do you want to know more about?
- What do you really want to investigate?

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

**What do I already know about this topic?**

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**What do I need to know more about?**

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**What keywords relate to this topic?**

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**What is the important (essential) question or questions that I want to answer about my topic?**

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Name: \_\_\_\_\_  
 Period: \_\_\_\_\_  
 Date: \_\_\_\_\_

### K-W-H-L Chart

Use this chart to help you gather information and think through a research problem. Fill in the blanks below with NOTES and ideas, rather than complete sentences. You may use these notes later to write your report or presentation. Use this sheet to help you think on paper.

What is your topic? \_\_\_\_\_

What do you hope to prove or discover about it? \_\_\_\_\_

What is your central research question? \_\_\_\_\_  
 (NOTE: Everything you write below should help you answer this question.)

K What I <b>K</b> now	W What I <b>W</b> ant to Know	H <b>H</b> ow will I find information? (Which resources, web pages, texts, etc.)	L What I <b>L</b> earned



## Big 6™ Project Organizer

Name \_\_\_\_\_

Project Title \_\_\_\_\_

Date Due \_\_\_\_\_

<p><b>#1 Task Definition</b> What am I supposed to do and what will the finished product look like?</p> <p>What Information do I need?</p> <p>What questions need to be answered?</p>	
<p><b>#2 Information Seeking Strategies</b> What are the possible sources? Include books, periodicals, electronic databases, websites, other.</p> <p>Which are likely to be best?</p>	
<p><b>#3 Location &amp; Access</b> Where will I find my resources? (School library, home, or other libraries.)</p>	
<p><b>#4 Use of Information</b> Gather information – Read, view, listen.</p> <p>Decide which information is relevant? (it answers the questions in task #1).</p>	

**#4 Use of Information  
(con't.)**

Record my information. Use note sheets, a graphic organizer, Inspiration.

What quotes can I use?

How will I credit my sources? (Collect work cited information here.)

**#5 Synthesis -  
Putting it all together**

Organize information from all your sources, Eliminating information that does not answer the questions.

Prepare to present the results of my research. What conclusions can I make?

**#6 Evaluation**

Have I checked the rubric to be sure I have completed the requirements of the assignment?

Have I proofread the work?  
Is it my best?

How efficient was my research?

How effective is my product?

Name \_\_\_\_\_ Class \_\_\_\_\_

## SOURCES PRIORITY SHEET

1. In the chart below, write the sources you will check in the order that you will check them. Under reason, tell why you would check the first source first, the second source second and so on.

SOURCE TYPE	REASON

2. In the chart below, list any sources you will not check and why.

SOURCE TYPE	REASON

3. What are other subjects that might contain information on the subject.  
(Remember "quahogs" and "clams.")

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4. What are some things to consider when deciding if a source is a good source?

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# Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at

[www.techlearning.com](http://www.techlearning.com). More detailed information about fair use guidelines and copyright resources is available at [www.halldavidson.net](http://www.halldavidson.net).

Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none"> <li>Poem less than 250 words; 250-word excerpt of poem greater than 250 words</li> <li>Articles, stories, or essays less than 2,500 words</li> <li>Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less)</li> <li>One chart, picture, diagram, or cartoon per book or per periodical issue</li> <li>Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book</li> </ul>	<ul style="list-style-type: none"> <li>Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes.</li> <li>Students may incorporate text into multimedia projects.</li> </ul>	<ul style="list-style-type: none"> <li>Copies may be made only from legally acquired originals.</li> <li>Only one copy allowed per student.</li> <li>Teachers may make copies in nine instances per class per term.</li> <li>Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district.</li> <li>Don't create anthologies.</li> <li>"Consumables," such as workbooks, may not be copied.</li> </ul>
Printed Material (archives)	<ul style="list-style-type: none"> <li>An entire work</li> <li>Portions of a work</li> <li>A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer</li> </ul>	<ul style="list-style-type: none"> <li>A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen."</li> </ul>	<ul style="list-style-type: none"> <li>Copies must contain copyright information.</li> <li>Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.</li> </ul>
Illustrations and Photographs	<ul style="list-style-type: none"> <li>Photograph</li> <li>Illustration</li> <li>Collections of photographs</li> <li>Collections of illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used.</li> <li>From a collection, not more than 15 images or 10 percent (whichever is less) may be used.</li> </ul>	<ul style="list-style-type: none"> <li>Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at <a href="http://www.loc.gov">www.loc.gov</a> or <a href="http://www.mpa.org">www.mpa.org</a>.</li> </ul>
Video (for viewing)	<ul style="list-style-type: none"> <li>Videotapes (purchased)</li> <li>Videotapes (rented)</li> <li>DVDs</li> <li>Laserdiscs</li> </ul>	<ul style="list-style-type: none"> <li>Teachers may use these materials in the classroom.</li> <li>Copies may be made for archival purposes or to replace lost, damaged, or stolen copies.</li> </ul>	<ul style="list-style-type: none"> <li>The material must be legitimately acquired.</li> <li>Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction."</li> <li>Use should be instructional, not for entertainment or reward.</li> <li>Copying OK only if replacements are unavailable at a fair price or in a viable format.</li> </ul>
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> <li>Videotapes</li> <li>DVDs</li> <li>Laserdiscs</li> <li>Multimedia encyclopedias</li> <li>QuickTime Movies</li> <li>Video clips from the Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media."</li> </ul>	<ul style="list-style-type: none"> <li>The material must be legitimately acquired: a legal copy (not bootleg) or home recording.</li> <li>Copyright works included in multimedia projects must give proper attribution to copyright holder.</li> </ul>
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> <li>Records</li> <li>Cassette tapes</li> <li>CDs</li> <li>Audio clips on the Web</li> </ul>	<ul style="list-style-type: none"> <li>Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students.</li> </ul>	<ul style="list-style-type: none"> <li>A maximum of 30 seconds per musical composition may be used.</li> <li>Multimedia program must have an educational purpose.</li> </ul>
Computer Software	<ul style="list-style-type: none"> <li>Software (purchased)</li> <li>Software (licensed)</li> </ul>	<ul style="list-style-type: none"> <li>Library may lend software to patrons.</li> <li>Software may be installed on multiple machines, and distributed to users via a network.</li> <li>Software may be installed at home and at school.</li> <li>Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format.</li> </ul>	<ul style="list-style-type: none"> <li>Only one machine at a time may use the program.</li> <li>The number of simultaneous users must not exceed the number of licenses, and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users.</li> <li>Take aggressive action to monitor that copying is not taking place (unless for archival purposes).</li> </ul>
Internet	<ul style="list-style-type: none"> <li>Internet connections</li> <li>World Wide Web</li> </ul>	<ul style="list-style-type: none"> <li>Images may be downloaded for student projects and teacher lessons.</li> <li>Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above).</li> </ul>	<ul style="list-style-type: none"> <li>Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted.</li> <li>Any resources you download must have been legitimately acquired by the Website.</li> </ul>
Television	<ul style="list-style-type: none"> <li>Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations)</li> <li>Cable (e.g., CNN, MTV, HBO)</li> <li>Videotapes made of broadcast and cable TV programs</li> </ul>	<ul style="list-style-type: none"> <li>Broadcasts or tapes made from broadcast may be used for instruction.</li> <li>Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (<a href="http://www.ciconline.org">www.ciconline.org</a>) for details.</li> </ul>	<ul style="list-style-type: none"> <li>Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's ReadingRainbow, allow for much more.)</li> <li>Cable programs are technically not covered by the same guidelines as broadcast television.</li> </ul>

Sources: United States Copyright Office Circular 21; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; Fair Use Guidelines for Educational

Multimedia; cable systems (and their associations); and Copyright Policy and Guidelines for California's School Districts, California Department of Education. Note: Representatives of the institutions and associations who helped to draw up

many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating: "There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."

# MLA In-Text Parenthetical Citations

The Modern Language Association (MLA) guidelines require that you cite the quotations, summaries, paraphrases, and other material used from sources. To cite within text, use parentheses placed at the end of the sentence in which the quoted or paraphrased material appears. These in-text parenthetical citations correspond to the full bibliographic entries found in your works cited page.

## Structure of the citation:

**Databases are an excellent tool for academic research (Smith 23).**

No punctuation here. One space, then parenthesis.

Punctuation comes at the very end.

Author name and page number

## Single author named in parentheses:

One researcher has found that dreams move backward in time as the night progresses (Dement 71).

## Single author named within the sentence:

Freud states that "a dream is the fulfillment of a wish" (154).

## Two or three authors:

Psychologists hold that no two children are alike (Gesell and Smith 68).

## Three or more authors:

To identify the source of a quotation, place the author's last name in parentheses (Blake et al. 64).

## Web page:

*Note: Internet citations follow the style of printed works. Personal or corporate author and page number should be given if they exist on the website.*

Abraham Lincoln's birthplace was designated as a National Historical Site in 1959 (National Park Service).

"Use research databases to find valid, academic information for a project or paper" ("Research Databases").

Fish won't stick to the grill if you oil the fish and the grill (Flay).

## Corporate author (organization, association, etc.):

The federal government has funded research concerning consumer protection and transactions with online pharmacies (Food and Drug Administration 125).

## Works with no author: (Use the title or a shortened version of the title: 4-5 words)

Random testing for use of steroids by athletes is facing strong opposition by team owners ("Steroids" 22).

## Secondary source of a quotation (someone quoted within the text of another author).

As Erickson reminds us, the early psychoanalysts focused on a single objective: "introspective honesty in the service of self enlightenment" (qtd. in Weiland 42).





# quicktips

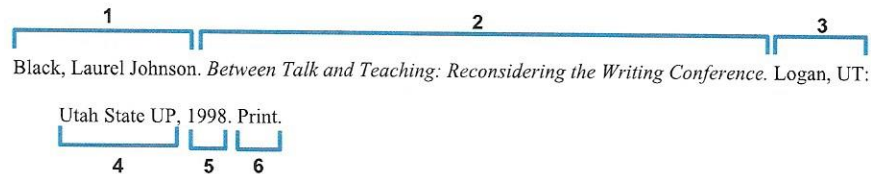
## MLA DOCUMENTATION STYLE: WORKS CITED PAGE

Most humanities disciplines use Modern Language Association (MLA) style to cite sources. MLA-style documents include brief in-text citations (see quicktip on “MLA Documentation Style: In-Text Citations”) in combination with a more detailed listing of sources in a separate Works Cited page at the end of a document.

The requirements for what to include in Works Cited entries are designed so that another researcher could find and refer to the same sources you’ve included. Below are guidelines adapted from Diana Hacker’s *Pocket Style Manual*, 5<sup>th</sup> ed., that show the basic principles of most forms of MLA citation:

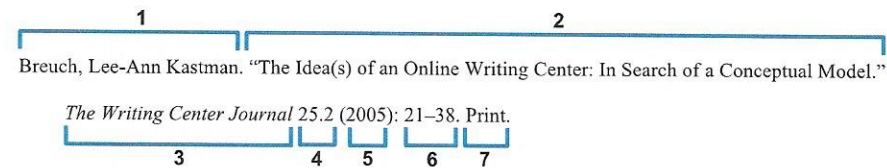
### Book

- 1 Author
- 2 Title and subtitle
- 3 City of publication
- 4 Publisher
- 5 Date of publication
- 6 Medium



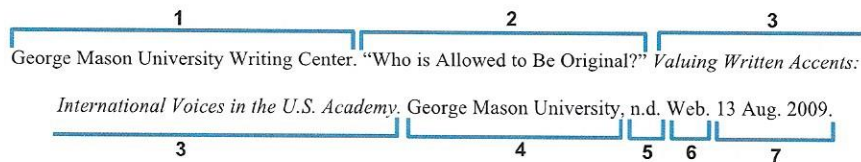
### Article (print)

- 1 Author
- 2 Title and subtitle
- 3 Name of periodical
- 4 Volume and issue numbers (for scholarly journal)
- 5 Date or year of publication
- 6 Page numbers
- 7 Medium



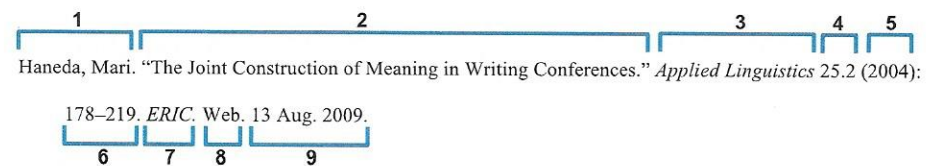
### Short work from a website

- 1 Author
- 2 Title of short work
- 3 Title of website
- 4 Sponsor of website
- 5 Update date (“n.d.” if there is no date)
- 6 Medium
- 7 Date of access



### Article from a database

- 1 Author
- 2 Title and subtitle
- 3 Name of periodical
- 4 Volume and issue numbers
- 5 Date or year of publication
- 6 Page numbers
- 7 Name of database
- 8 Medium
- 9 Date of access



Here is an example of what an MLA-style works cited page typically looks like. Using standard formats for your entries enhances your credibility with academic readers, and alphabetizing your list helps fellow researchers quickly locate the sources that you refer to in the body of your text. For more formats & source types, visit <http://www.dianahacker.com/resdoc/>.

Every entry begins flush left; additional lines are indented 0.5" from the left margin.

Label your page "Works Cited" in the center of the first line.

MLA-style Works Cited pages are evenly double-spaced, with one-inch margins all around. Entries are alphabetical by author, or, if no author, by title.

Works Cited

film or video	<i>The Big Lebowski</i> . Dir. Ethan Coen and Joel Coen. Perf. Jeff Bridges, John Goodman, and Julianne Moore. Gramercy, 1998. DVD.
work in a print anthology	Bruffee, Kenneth. "Collaborative Learning and the 'Conversation of Mankind.'" <i>The Norton Book of Composition Studies</i> . Ed. Susan Miller. New York: Norton, 2009. 545-62. Print.
✎ online newspaper article	Fahim, Kareem. "School Official Apologizes for Removing Photo of Kiss." <i>New York Times</i> . New York Times, 26 June 2007. Web. 12 Aug. 2009.
lecture or public address	Gutjahr, Paul. "The Godfather: Seeing Double." Department of English. Indiana University, Bloomington, IN. 18 Nov. 1998. Lecture.
✎ entire website	<i>Immigration History Research Center</i> . U of Minnesota, 21 Apr. 2009. Web. 12 Aug. 2009.
✎ short work from a website	Lee, Taehohn. "The Financial Crisis and Refugees." <i>Immigration History Research Center</i> . U of Minnesota, 2 Apr. 2009. Web. 12 Aug. 2009.
entire edited print anthology	Miller, Susan, Ed. <i>The Norton Book of Composition Studies</i> . New York: Norton, 2009. Print.
print book with 2+ authors	Peregoy, Suzanne, and Owen F. Boyle. <i>Reading, Writing, and Learning in ESL</i> . New York: Longman, 1997. Print.
print book with one author	Puzo, Mario. <i>The Godfather</i> . New York: Signet, 1978. Print.
✎ online book with one author	Sherman, Ben. <i>Medic!: The Story of a Conscientious Objector in the Vietnam War</i> . New York: Random House, 2004. <i>Google Books</i> . Google Books, n.d. Web. 12 Aug. 2009.
translated print book	Tolstoy, Leo. <i>Anna Karenina</i> . Trans. Joel Carmichael. Toronto: Bantam Books, 1960. Print.
✎ online government publication	United States. Selective Service System. <i>Fast Facts: Conscientious Objection and Alternative Service</i> . US Selective Service System, 30 Apr. 2002. Web. 12 Aug. 2009.
print journal article	Villanueva, Victor. "Blind: Talking about the New Racism." <i>The Writing Center Journal</i> 26.1 (2006): 3-19. Print.
✎ work from a database such as Academic Search Premier	Wall, Brian. "'Jackie Treehorn Treats Objects Like Women!': Two Types of Fetishism in <i>The Big Lebowski</i> ." <i>Camera Obscura</i> 23.69 (2009): 110-135. <i>Academic Search Premier</i> . Web. 12 Aug. 2009.

✎ = electronic resource



Name \_\_\_\_\_ Class \_\_\_\_\_

## PRODUCT EVALUATION

	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
<b>OUTLINE</b>	Many, many errors or not turned in	Many errors, not complete	Incomplete and some errors	Complete with some errors	Complete, few errors
<b>BIBLIOGRAPHY</b>	Not turned in or many, many errors	Many errors in form, punctuation, alphabetizing, and/or hanging indentation	Significant errors in form, punctuation, alphabetizing and/or hanging indentation	Very few errors in form, punctuation, alphabetizing, and hanging indentation	Correct form, punctuation, alphabetization, hanging indentation
<b>SOURCES</b>	Inadequate in number and usage of relevant sources	Number and variety of sources, relevancy of sources fair	Adequate number and use of relevant sources	Very good variety and number of sources, most relevant	Excellent variety and use of relevant sources
<b>OWN WORK</b>	Very obviously copied. Little, if any, own work	Great deal seems copied	Some instances of copied material	Few if any instances that seem copied	All appears to be own words
<b>ORGANIZATION</b>	Confusing	Weak or fairly confusing organization	Adequate organization, could be improved	Very well organized, minor problems	Excellent organization
<b>COVERAGE</b>	Not turned in or very little coverage	Superficial coverage of many areas	Good coverage, some areas not covered	Few if any areas missed, fairly thorough coverage	All areas covered thoroughly
<b>WRITING - EASILY UNDERSTOOD</b>	Very Confusing	Confusing in many places	Some places could be better	Few improvements needed to be easily understood	Excellent, easily understood
<b>GRAMMAR</b>	Many, many errors in grammar or spelling	Many errors in grammar or spelling	Some errors in grammar and spelling	A few errors in grammar or spelling	One or two minor errors in grammar or spelling
<b>PUNCTUATION</b>	Many, many errors	Many errors	Some errors	A few errors	One or two minor errors
<b>NEATNESS</b>	Very sloppy	Sloppy	Could be better	Quite neatly done	Extremely neat
<b>ACCURACY</b>	Little or no information correct	Many inaccuracies	Most information correct	One or two inaccuracies	All information correct

Name \_\_\_\_\_ Class \_\_\_\_\_

## PROCESS EVALUATION

	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
<b>USE OF CLASS TIME</b>	Wasted a lot of time or didn't work	Worked some, but not all the time	Worked at least half of the time	Worked most of the time	Always on task and working
<b>TASK DEFINITION</b>	Could not identify what the assignment was	Vague idea of what had to be done	Good understanding of what the assignment was	Very good understanding of what the assignment was	Excellent grasp of what assignment was
<b>BRAINSTORMING</b>	Little or no brainstorming for subtopics	Some brainstorming for subtopics	Most subtopics identified	Good detailed brainstorming for subtopics	Excellent brainstorming and organization of subtopics
<b>INFORMATION SEEKING STRATEGIES</b>	Unable to determine kinds of sources to use	Needed quite a bit of help determining kinds of sources to use and evaluating sources	Needed some help in determining kinds of sources to use and evaluating sources	Very little help needed to determine kinds of sources to use. Good evaluation skills	Excellent skills for determining kinds of sources to use and evaluating sources
<b>LOCATON AND ACCESS</b>	Unable to locate sources without help	Needed quite a bit of help finding sources	Needed some help in finding sources	Very little help needed to find sources	No help needed. Excellent finding skills
<b>USE OF INFORMATION</b>	Few, if any, notes. Notes not done as instructed	Some notes, not done as instructed	Good notes, but too many sentences	Very good amount of notes, notes page used correctly most of the time.	Excellent notes in quantity and quality. Notes page used correctly
<b>SYNTHESIS -- BIBLIOGRAPHY</b>	Not done or extremely poorly done	Done, but many errors	Some errors in format, but general understanding good.	Few errors. Shows understanding of bibliographic format	Very few if any errors. Excellent understanding of bib. format
<b>SYNTHESIS -- OUTLINE</b>	Not done or extremely poorly done	Done, but many errors	Some errors in format but general understanding good	Few errors. Shows understanding of outline format	Very few if any errors. Excellent understanding of outlining
<b>SYNTHESIS -- PRODUCT</b>	Disorganized product / presentation or assignment not done	Product done but organization and presentation only fair	Good product, good coverage, organization and presentation	Very good product. Few problems in coverage, organization and presentation	Excellent product with excellent coverage, organization, and presentation
<b>EVALUATION</b>	Unable to identify deficiencies and unable to formulate an improvement plan	Needed help to identify deficiencies and ways to improve	Identified most deficiencies and saw ways to improve	Identified deficiencies and had a good improvement plan	Identified problem areas and formulated an excellent improvement plan