12.3.2 | Lesson 3

Introduction

In this lesson, students learn how to integrate citation information into their research-based argument paper effectively to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation. Students learn Modern Language Association (MLA) conventions for in-text citation as well as for a works cited page. Drafting the works cited page, which is integral to the creation of any research paper, helps students to avoid plagiarism. Student learning is assessed via completion of a works cited page at the end of the lesson.

For homework, students insert in-text citations for each source of evidence listed on their outline from 12.3.2 Lessons 1 and 2.

Standards

Assessed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Assessment

Assessment(s)
Student learning is assessed via completion of a works cited page at the end of the lesson.
• The works cited page is assessed using the MLA Citation Handout and the W.11-12.8 portion of the 12.3.2 Rubric. Students should properly cite references using MLA guidelines.
High Performance Response(s)
A High Performance Response should:
• Demonstrate adherence to MLA formatting for a variety of source types (e.g., Smith, Joe. "Joe Smith's Theory of the Universe." *Universe Theories* 20 Apr. 1989: pp. 100–109. Print.).
• See the works cited page from the Sample Student Research-Based Argument Paper found in 12.3.2 Lesson 11.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*
Additional vocabulary to support English Language Learners (to provide directly)
• None.*

*Students should incorporate relevant academic and/or domain-specific vocabulary from 12.3.1 into their research-based argument papers.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.11-12.4, W.11-12.8 **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Citation Methods 4. Lesson Assessment 5. Closing	 1. 5% 2. 10% 3. 40% 4. 40% 5. 5%

Materials

- Student copies of the Additional Evidence Tool (refer to 12.3.2 Lesson 1)
- Copies of the MLA Citation Handout for each student
- Student copies of the 12.3.2 Rubric and Checklist (refer to 12.3.2 Lesson 1)

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.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.4. In this lesson, students focus on proper citation methods in a research paper. Explain that the MLA citation style is the format advocated by the Modern Language Association; students use MLA style to cite their references.

- Students look at the agenda.

Activity 2: Homework Accountability   10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Search for another source to gather stronger or more relevant evidence for a counterclaim on your outline, and provide reasoning that explains how this evidence supports your counterclaim. Record the evidence and reasoning on the Additional Evidence Tool.) Instruct students to talk in pairs and share one resource and one piece of evidence they found for homework.

- Student responses vary according to the research conducted.

- Consider posting the Model Additional Evidence Tool as a reminder of an exemplary response.

Activity 3: Citation Methods   40%

In this lesson, students learn how to cite information in MLA format within their papers. Remind students they have gathered information about their issue and have begun to organize it in a way that supports their central claim. Explain to students that although they are the authors of their own papers, they are drawing on several other authors' ideas in order to make their arguments. Remind students that failing to give other authors credit when referencing their work is called *plagiarism*.

Explain that plagiarism is taking someone else's work or ideas and passing it off as one's own. Plagiarism is an ethical offense, and can often result in serious consequences. Explain to students that in addition to resulting in academic or legal consequences, plagiarism is counterproductive to the learning process, as stealing someone else's ideas will not build the deep understanding that results from learning on one's own.

- Students listen.

- Remind students of their work with the term *plagiarism* in 12.3.1 Lesson 16.

Explain to students that someone can plagiarize by copying and pasting the exact words from a source without citing the source. Plagiarism also occurs when a writer uses 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 the original source 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.

Provide students with the following definition: *citation* means "quoting or referencing a book, paper, or author."

- Students listen.

Explain to students that MLA is a specific format for providing citations and references. Distribute the MLA Citation Handout. Instruct students to look at the in-text citation portion of the handout first.

- Students examine the in-text citation portion of the MLA Citation Handout.

- Consider explaining to students that there are different kinds of citation styles, but for the purposes of the research-based argument paper in an ELA or humanities class, MLA is the preferred style. Inform students that different disciplines have different preferred citation styles. Consider directing students to the following link for a more detailed

discussion of various citation styles: http://www.ucla.edu/ (search terms: Getting Help with Citation Style).

Remind students that as they located sources throughout 12.3.1, they compiled the information necessary for proper citation. Inform students that according to the MLA format, following the use of a quote, paraphrase, or idea in their research-based argument papers, students should cite authors by providing the author's last name and a page number (if any) in parentheses. Explain to students that if there are three or fewer authors of one source, they should list all the authors in their parenthetical citations. However, if there are more than three authors, students should include the first author, followed by "et al." This abbreviation is Latin for "and others."

- Students listen.

Provide students with the following example:

- **More than three authors:** "[D]eploying broadband networks at the community and municipal levels has become an important factor in allowing local businesses to grow and remain competitive." (Qiang et al. 38)

Explain to students that a reference to a source within a document is called an *in-text citation*. *In-text citations* provide readers with details about where information originated.

Display the following in-text citation formats:

- **If the quote comes from page ix of the article:** "Product markets are more competitive if all would-be entrepreneurs can use their talents." (Ward et al. ix)
- **Differentiation Consideration**: If students do not recognize "ix" as a page number, remind students that some texts use roman numerals for the pages of a book or article.

If no page number is given, the author's name should suffice.

- **If there is no page number:** "Product markets are more competitive if all would-be entrepreneurs can use their talents." (Ward et al.)
- Students follow along.

Explain to students that if the author's name already appears in the sentence, the parentheses can simply include a page number.

- **If the quote comes from page ix of the article:** According to Ward et al., "Product markets are more competitive if all would-be entrepreneurs can use their talents" (ix).
- **If there is no page number:** According to Ward et al., "Product markets are more competitive if all would-be entrepreneurs can use their talents."

- **If there is no page number, but there is more than one article by the same author:** According to Ward et al., "Product markets are more competitive if all would-be entrepreneurs can use their talents" ("Evidence for Action").
  - Explain to students that the exact syntax of citation will vary, as above. For example, in the three examples above, the quote could also be cited as follows: "Product markets are more competitive if all would-be entrepreneurs can use their talents" (Ward et al. ix).
  - **Differentiation Consideration:** Explain to students that in the final example, "Evidence for Action" is the title of the article.

The citation method outlined in the third bullet is also useful for Internet articles and other sources in which the author may not be named explicitly.

- Students listen.

Explain to students that in some cases, the whole quote is too long for the section, or only a part is relevant to the argument. In this case, students should use the following marks to edit the quote, preserving the original context and meaning:

- Brackets "[ ]" replace or clarify pronouns, or to replace indirect references with specific references.
- Ellipses "…" replace unnecessary text, such as extraneous phrases and clauses that do not impact the meaning of the quotation.

Share the following original and revised sentences with students.

- **Original:** "A more productive workforce, through greater equality in employment and education, increases expected rates of return, which in turn generates a modest increase investment and promotes growth." (Ward et al. ix)

  Revised: "A more productive workforce … generates a modest increase investment and promotes growth." (Ward et al. ix)
- **Original:** "Sometimes these factors occur together, making individual problems all the more challenging to resolve." (Sachs et al. 29)

  Revised: "Sometimes [a poverty trap, uneven progress, and policy neglect] occur together, making individual problems all the more challenging to resolve." (Sachs et al. 29)

  - **Differentiation Consideration:** Students may require additional practice with the specific formatting of in-text quotes and citations. Consider extending this into a longer activity in which students practice citing quotes and paraphrasing their sources.

Finally, inform students that, although it happens rarely, sometimes even authoritative sources have typographical and spelling errors. Inform students that it is best practice not to alter a quote for grammar, spelling, or typographical errors. Instead, if it is necessary to quote a sentence with a spelling error, transcribe the error exactly as it appears in the text, and immediately follow it with the term *sic*, italicized and in brackets. *Sic* is Latin for "thus," "so," or "just as that," and it informs the reader that the quote is an exact reproduction of what appeared in the quoted source.

Provide students with the following example:

- "Across both Africa and Southeast Asia, mothers who have a basic education ate [*sic*] 50% more likely than uneducated mothers to immunize their children." (Sperling)

Ask students:

What is the mistake in this sentence?

- There is a typographical error: *ate* should be *are*.

Direct students' attention to the second portion of the MLA Citation Handout under the heading "Works cited page." Explain to students that a works cited page is the final page of a research paper and is a list of all the sources used to write the paper. Explain to students that the in-text citations direct students to the works cited page where the source's full bibliographic information is listed. Instruct students to look at the example on their handout and notice the formatting differences between different types of sources.

- Students review the works cited examples on the handout.

Ask students:

What is the purpose of in-text citations?

- In-text citations provide readers with the exact location of information from a given source when it is referenced in a paper.

What is the purpose of a works cited page?

- Works cited pages provide extensive details about all cited sources used in the paper.

How are in-text citations related to the works cited page?

- The in-text citations provide an abbreviated version of the source's information that can be found in the works cited page; the in-text citations lead readers to the source's full information on the works cited page.

Lead a brief whole-class discussion of student responses.

- Some students may think that a works cited page is the same thing as a bibliography. Inform students that the two are different: a *works cited page* lists only sources actually cited in a paper, whereas a *bibliography* lists every source used in the preparation of a paper, whether they are cited or not.

Explain to students that different source types necessitate different citation formatting. Note the format used for citing a book:

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

Then, draw students' attention to 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 Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium. Date of Access.

- Students examine the different source formatting for a works cited page.

Direct students' attention to the MLA Citation Handout. Lead a brief whole-class discussion of the similarities and differences in the various source-dependent citation formats.

- Student responses may include:

  o Book citations include author and book name, but periodical articles have to include author, article title, and the name of the periodical.

  o Website citations need to include the entire Web address, the date of creation, and the date the information was accessed.

  o Motion-picture citations list director information instead of author information.

- Given the wide variety of source types students may have compiled over the course of their research, citation instruction for each medium may require extensive work. Consider focusing primarily on books or Web publications, providing students with information from the Purdue University Online Writing Lab (OWL) for reference when citing sources: http://owl.english.purdue.edu (search term: MLA formatting). Alternatively, depending on the size of the class, consider providing individual instruction for students with atypical sources (e.g., radio interviews).

- Information in this activity adheres to MLA style.
- Consider reviewing the citation skills outlined in W.11-12.8: integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Activity 4: Lesson Assessment   40%

Instruct students to gather all the sources they intend to use to write their research-based argument paper. Instruct students to work independently to create a works cited page for their papers, using the MLA Citation Handout and/or the Purdue University Online Writing Lab (OWL) http://owl.english.purdue.edu (search term: MLA Formatting) as a guide. Additionally, instruct students to use the 12.3.2 Rubric and Checklist as a guide for the Works Cited page.

- Students independently create their works cited pages.
- Collect students' works cited pages for assessment purposes.
- Remind students that as they draft and revise their papers, their sources used may or may not be listed in this initial draft of the works cited page. Explain to students that they will update this works cited page once they have published their final drafts to ensure that all in-text citations match the sources listed in the final version of the works cited page.

Activity 5: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to insert in-text citations for each source of evidence listed on their outline from 12.3.2 Lessons 1 and 2. Remind students these in-text citations should directly correspond with the works cited page they created for this lesson's assessment and that they should refer to the MLA Citation Handout for the correct citation format.

- Students follow along.

Homework

Insert in-text citations for each source of evidence listed on your outline from 12.3.2 Lessons 1 and 2.

MLA Citation Handout

Name:		Class:		Date:	

In-text citations
For in-text citations for an online source, use the following as examples:

- (page numbers provided) "Product markets are more competitive if all would-be entrepreneurs can use their talents." (Ward et al. ix)
- (page numbers provided) According to Ward et al., "Product markets are more competitive if all would-be entrepreneurs can use their talents" (ix).
- (no page numbers) "Product markets are more competitive if all would-be entrepreneurs can use their talents." (Ward et al.)
- (no page numbers) According to Ward et al., "Product markets are more competitive if all would-be entrepreneurs can use their talents."
- (more than three authors) "[D]eploying broadband networks at the community and municipal levels has become an important factor in allowing local businesses to grow and remain competitive." (Qiang et al. 38)

Works cited page
Below are the different citation methods for various forms of media. If the citation extends past one line, indent the second and subsequent lines half an inch.

Book

Basic format:

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

Example:

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

Magazine

Basic format:

Last Name, First name. "Title of Article." *Title of Periodical* Day Month Year: Pages. Medium.

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 Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

- Remind students that names appear as last name, first name.

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.