

INFORMATION LITERACY: THE PERILS OF ONLINE RESEARCH



INTRODUCTION

This Teacher's Guide provides information to help you get the most out of *Information Literacy: The Perils of Online Research*. The contents of this guide will allow you to prepare your students before using the program and to present follow-up activities to reinforce the program's key learning points.

This program educates students in utilizing Internet sources responsibly and effectively as accurate research and reference tools. Emphasis is on the basic skills needed to harness the breadth of information available online for academic achievement in high school and beyond, as well as success as a consumer and member of a community. After viewing the program, students should have a good grasp of the basics of information literacy and a clear idea of how to both demonstrate and utilize their new knowledge of the subject. Additionally, viewers will gain an understanding of the definitions and consequences of plagiarism, as well as the connection between strong information literacy skills and academic integrity and success.

LEARNING OBJECTIVES

After viewing the program, students will be able to:

- Describe the basic principles of information literacy
- Understand how to use Internet sources effectively and successfully
- Differentiate between reliable and unreliable sources of online information
- Discuss the consequences of plagiarism
- Discuss their responsibilities when conducting research and writing from online sources
- Explain the rewards and benefits of developing and utilizing information literacy skills and knowledge

EDUCATIONAL STANDARDS

National English Language Arts

This program and the activities in the Teacher's Guide correlate with the Standards for the English Language Arts from the National Council of Teachers of English. The content has been aligned with the following educational standards and benchmarks from this organization.

- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

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National Technology Standards

This program correlates with the National Educational Technology Standards from the National Education Technology Standards Project. The content has been aligned with the following educational standards and benchmarks from this organization.

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use technology to locate, evaluate, and collect information from a variety of sources.

Technology Standards

The activities in this Teacher's Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- Students use technology tools to enhance learning, increase productivity, and promote creativity.

The National Education Technology Standards reprinted with permission from the International Society for Technology Education.

PROGRAM OVERVIEW

This program provides specific advice and techniques to utilize in becoming literate in using online sources as reference and research material. Additionally, this program reviews how and why students misuse online sources and the potential consequences of doing so. Through viewing this program, students will explore the scope of the information available to them online, how to search it with more precision for successful results, the types of questions that online data can answer, how to properly incorporate and credit material used for academic purposes, and the possible repercussions for failing to behave with integrity while utilizing the Internet. After viewing the program, students will know why Internet information literacy is important, how to demonstrate their knowledge and skills in this competency, and its benefits both in school and beyond.

In this program, viewers meet peers, teachers, and professors who cover the concept of information literacy. High school students explain how they make use of the Internet and the challenges they have faced while doing so, but also connect the advice and instruction of the adults in the program to improving their searching and citations and avoiding plagiarism. This program points viewers towards useful reference and instructional sites on the Web, and also provides criteria for evaluating the credibility and accuracy of information found online. Viewers also learn exactly what can constitute plagiarism, and hear a firsthand example of a college professor discovering and dealing with an academically dishonest student.

After watching this program, viewers should have the knowledge and skills needed to begin using the Internet precisely and responsibly to yield desired information. This program reviews credible online reference sites, and demonstrates sample queries that achieve meaningful search results. Equally as important, the program highlights the ease of and danger in using the trove of online information available in a faulty or dishonest manner. The deliberate act of plagiarism, as well as the often more confusing questions of how to find, use, and cite quality data, are covered with clarity. At the program's conclusion, viewers should not only understand the type and scope of information available online and the basic skills needed to access it effectively, they should be very clear on why these skills are important and how the misunderstanding and misuse of them can result in serious and negative consequences. Most importantly, this program should convince its audience of the importance of possessing information literacy in a day and age when academic, personal, community, and consumer success often depends on it.

MAIN TOPICS

Topic 1: Information Literacy: What is It?

This section introduces viewers to the concept of information literacy in academia and beyond. The nuances of information literacy (as distinct from knowing how to use a computer, or the library) are emphasized and the questions of student narrators in the program are contrasted with the knowledge and advice the adult narrators provide. This section also points out the importance and value of being information-literate in today's world.

Topic 2: Using the Web

In this section, viewers explore with the program's student narrators how to put the search engines and resources on the Web to best use. Viewers are introduced to an excellent Internet site to use in researching and writing papers, and learn how to determine the credibility and usefulness of the Web sites they review. Finally, this section addresses how to cite sources utilized in an academic paper or project.

Topic 3: Abusing the Web

Viewers may know how to effectively search the Internet and make use of the information they find, but do they know how to do so correctly, ethically, and in a way that expands their own knowledge? This section reviews plagiarism as connected to Internet research—what it is, how students do it, and what the possible consequences might be. The integrity of Web site information is again considered, with the repercussions of using non-credible content explored.

Topic 4: Information Literacy: The Rewards

Here, the program's participants review why and how information literacy benefits students, both in school and beyond. This section emphasizes the power and control viewers have when they know how to successfully, effectively, and ethically use the information available to them.

Topic 5: Words of Wisdom

In this brief section, participants review some of the most important knowledge and advice on information literacy that viewers should take away from the program.

FAST FACTS

- Information literacy is not just using the Internet or finding information online. Information literacy means finding the information you want, successfully putting it to use, and doing so in a manner that is ethical and responsible.
- Computer literacy and library literacy, though important aspects of information literacy, are not the same as information literacy. Knowing how to use a computer and how to access library resources does not necessarily make you information-literate. This competency also involves successfully and ethically using the information you find.
- *Education Week* published a national survey in which 54% of students polled confessed to Internet-plagiarism, 74% admitted that at least once during the past school year they had engaged in "serious" cheating, and 47% believe their teachers "sometimes choose to ignore students who are cheating."
- If you suspect that the information you find on a Web site is biased, find another source or compare information from multiple sources.

- There are different styles for formatting citations and bibliographies. Make sure you are using the form your teacher indicates and that you correctly cite all source material you use.
- Even if you paraphrase information from the Internet rather than quote it directly, you still need to credit the original source.
- www.google.com and www.yahoo.com are good search engines to use as jumping-off points. www.wikipedia.org is a strong reference resource to consult, and the Internet Public Library (www.ipl.org) includes a guide to researching and writing, among many other useful tools.
- www.wikipedia.org—"The Free Encyclopedia That Anyone Can Edit"—should be used with caution as a research tool. Contributors to the site need not be scholars or experts, and Wikipedia itself warns that recently posted articles may contain inaccuracies that have not yet been corrected. Visit http://en.wikipedia.org/wiki/Wikipedia:Researching_with_Wikipedia to learn more about the pros and cons of using Wikipedia.
- When determining whether or not a Web site is credible and accurate, be sure to check the "About" or FAQ page. This page will tell you who posted the site information, when he or she did so, when/if the site was updated, and the author of the Web site.
- Being information-literate does not just impact your performance in school, though of course academic achievement is an important aspect. When you are information-literate, you can conduct effective research and make successful decisions in areas as varied as purchasing products online and deciding how to vote in an upcoming election.
- Information available through Internet and other sources will only increase as time goes by. Information literacy allows you to effectively consider and utilize this information.

VOCABULARY TERMS

bibliography: List of all sources used in a paper or project. Sources should be correctly cited.

citation: Complete information on a source utilized in a paper or project. When you utilize information from a Web site, book, journal article, etc., you should always acknowledge that source through a citation. Citations may take different forms depending on the style you are using and the type of source you are citing.

computer literacy: Knowledge of computer technology; knowing how to use a computer. Computer literacy is an aspect of information literacy.

credible source: A Web site or other source that provides accurate, non-biased, and updated information. To determine whether a source is credible, consider the author, when the site was created and updated, and the manner in which the information is presented.

information literacy: Deciding one needs certain knowledge, successfully finding this information, and utilizing it effectively and ethically. Can apply to academics, consumer purchases, community participation, and many other aspects of daily life.

library literacy: Knowledge of the resources and organization of a library; knowing how to use library collections. Library literacy is an aspect of information literacy.

library specialist: Professional who works in a library and is trained and experienced in assisting patrons in organizing a search and finding the information they need.

paraphrasing: Restating information you have taken from a source and adding your own thoughts or interpretation. It is still important to credit the original source of this information, even when you are not using a direct quote.

plagiarism: Deliberately using someone else's words, ideas, or materials and taking credit for them yourself. An example is cutting and pasting text you find online into your paper without citing the Web site from which you took the information.

search engine: An Internet tool, such as www.google.com, that provides Web sites corresponding to search terms entered by a computer user. Choosing appropriate search terms significantly impacts the results.

PRE-PROGRAM DISCUSSION QUESTIONS

1. Have you ever heard the term "information literacy" before? Where? When? What do you think it means?
2. Do you use the Internet? For what? Have you ever used the Internet while you were writing a school paper or doing a project?
3. How do you know if the information you see on a Web site is correct? How might you find out?
4. Do you know what plagiarism is? Do you know what the consequences for plagiarism could be? Does your school have an honor code? Is plagiarism addressed in the honor code?
5. Have you talked/learned about citing sources and creating a bibliography in a paper for school? What do you know about citations and bibliographies?
6. What are the advantages of using the Internet as a research tool? Are there any disadvantages to doing so?
7. What are some of the search engines or research sites you like to use? Why do you like these tools?
8. Do you do research on the Internet for topics outside of school assignments? Why or why not? If so, what are the topics you research?

POST-PROGRAM DISCUSSION QUESTIONS

1. What is information literacy? How is information literacy different from knowing how to use a computer or find materials in the library?
2. What are some different Web sites you can use in researching and writing a paper for school?
3. How can you tell if a Web site is credible and contains accurate information? What should you check, and take into consideration?

4. What is plagiarism? Give some examples. What can be some of the consequences of plagiarizing?
5. When should you cite a source that you have used to write a paper? How should you cite this source?
6. Should you use only Internet sources when you are writing a paper or working on a project? Why or why not?
7. Outside of school and academics, why is information literacy important?
8. What are some of the effects or repercussions of not being information-literate? Why would you want to possess information literacy?

GROUP ACTIVITIES

Going on an Online Hunt

Effectively searching the Internet and finding needed information isn't just helpful for school—it can be fun, informative, and interesting on its own, too.

Divide students into small groups, each with access to the Internet. Groups will work on creating an online scavenger hunt consisting of at least ten questions. Questions can be anything that students find interesting—information about a favorite band or TV show, historical trivia, recipe information, etc. Groups will not only formulate the questions, but will also prepare an answer key with the correct answers and at least one Web site where each answer is located. Encourage groups to develop questions that are interesting, fun, challenging, and creative.

After groups have finished their scavenger hunt lists and answer keys, collect them and distribute the lists to different groups. The groups will now search for the information on the lists created by their classmates.

When groups have finished searching, compare their answers to the answer keys. Ask for volunteers to describe the process of both creating the scavenger hunts and solving them. What was difficult about the assignment? What was exciting about the assignment? What would make an assignment like this easier in the future?

Class Trip

Reference librarians and other research and writing professionals can provide valuable assistance as you improve and hone your skills. Taking the time to learn from these experienced researchers can make a world of difference in your academic performance and confidence.

Arrange in advance a visit to a librarian at your public or local college/university library. If possible, the librarian with whom you meet should talk to your students about research and writing, give a tour and demonstration of both print and online resources, and answer student questions. Alternative options might be an in-depth exploration (with a librarian) of your school library or a visit to a local college/university writing center.

When you return to the classroom, recap the information you learned. Invite volunteers to share what most intrigued, inspired, or interested them about the trip.

Have students write thank-you notes to the librarian or other professional with whom you worked, and encourage students to incorporate the observations and interests they shared into their notes.

Mix it Up

Ask students to share some of the techniques they use when they conduct an online search. Do they always use the same search engines? Head to the same Web sites? Why or why not? Do these techniques typically work for them when they are searching? Why or why not?

Divide students into small groups. Give the groups a very generic query to consider, such as “You need to find out about something.” Even if students press, do not get any more specific. Ask groups to develop five steps that they would take to research this question online. Examples of the steps might be: enter related search terms into google; check wikipedia for the search terms; try another search engine and compare results; enter search terms with and without quotation marks and compare results; etc.

When groups have finished compiling their steps, ask them to share their results. Point out similarities and differences between the groups’ steps.

Next, share the specific version of your query. You can make this anything you want, from “Were any of the U.S. presidents related to each other?” to “How much do cargo pants cost at Old Navy and the Gap?”

Now that they’ve heard the real inquiry, ask groups if they think their steps are still the best choice. Why or why not? What might they change to find a better answer more quickly? Point out to students that every question to research is different and best served by a different online searching technique. Students should avoid getting into a rut of always using the same sites and processes to find answers on the Web.

INDIVIDUAL STUDENT PROJECTS

Citation Art

Review your preferred or required style of citing sources and creating bibliographies with the class. Ensure that all students are clear on the style by reviewing a few examples on the board.

Choose five different books and list their pertinent information (title, author, publisher, year published, etc.) on the board. Distribute posterboard, markers, and other art supplies to students. Explain that students should each select one of the books listed on the board. As creatively as possible, students should create a poster depicting how the different aspects of the book’s identifying information come together to form a correct citation. Their poster must depict the book cited completely and correctly, but other than that, students should draw this process creatively and individually. For instance, a student might draw the inside cover of a book with all of the necessary information for the citation showing, and then create arrows that link this information to the style and contents of the citation itself. Another student might depict all of the information jumbled together and then falling into place correctly as the full citation.

Invite students to show and explain their posters. Hang posters around the room to remind students of both the importance of citing the books/materials they utilize, and also how to actually do so.

“What If . . .” Essays

Spend some time brainstorming with students about how their lives might be impacted if they were not information-literate. Give some examples of your own (e.g., students might plagiarize papers, pay too much for a new pair of sneakers, not vote in an election because they don’t know anything about the candidates, believe information on non-credible Web sites, etc.) and ask students for ideas.

Ask students to write short essays describing the potential impacts and consequences in their own lives of being information-illiterate. They should include at least three different examples, and should think and write creatively and realistically about how this illiteracy would affect them in their daily lives. When students are finished writing, invite volunteers to share their essays. If possible, you might also want to write and share an essay on this topic.

Together, brainstorm ways in which you (as a class) can keep practicing and honing information literacy throughout the school year (e.g., homework assignments that involve Web research, in-class Web scavenger hunts, guest speakers who cover writing and research, etc). Incorporate your own suggestions and student suggestions into a posted list, and make an effort to complete and check off items from the list as often as possible.

Observing the World Through Information-Literate Eyes

As a class, talk about information literacy beyond school. In what other circumstances do people need to research information, process the results, and make good choices?

Ask students to keep a log for one week. In this log, they should record every instance they observe (in any aspect of their lives or the lives of their families) in which information literacy might be important or have an impact. Prompt students with a few ideas: Are the health benefits of buying organic food worth the higher cost? Would attendance at soccer camp be better for me than a baseball clinic? Are diet pills safe? If I want to save my birthday money in a bank, which account has the highest interest rate? Is a new job with a slightly higher salary worth the longer commute?

After keeping the log for one week, ask all students to prepare a summary of their observations and present it to the rest of the class. Compare and contrast student observations. Ask students whether hearing some of the ideas of their classmates made them realize situations they missed recording. What do these varied and extensive logs say about the prevalence of information and the importance of making the right decision in processing and using it?

INTERNET ACTIVITIES

Research the Consequences

Students can hear warnings about plagiarism over and over, but sometimes the sobering consequences in black and white can make an impression with even more impact.

Students should search high school, college, and university Web sites for information about these institutions’ sanctions for plagiarism and academic dishonesty. After compiling information from at least five different schools, students should create a chart listing the school name, the types of academic offenses that are sanctioned, and the various consequences students face. If a process such as going before a judicial review board is mentioned, students should include reference to this as well.

Ask students to present their results to the rest of the class. What concepts and ideas are common to many schools? Are there any unique or unusual repercussions or processes for handling plagiarism and other offenses? Does it appear as though schools take academic dishonesty very seriously?

Talk a little about the impact of some of the sanctions mentioned. How would failing a class affect your GPA? How might your parents react if you were suspended? Would a future employer want to hire someone who was expelled for plagiarizing?

I Want to Buy . . .

The benefits of being information-literate extend far beyond the classroom. What about being a savvy consumer?

Provide your class with three brand or style options of the same product, such as footwear, cell phones, or a backpack. Ensure that all three choices are similarly priced. Explain that students will work independently to research online each of the choices and determine which of the three they would choose to purchase and why. Students will have to present not only their final choice, but also all of the research and facts they compiled on all three options and their reasoning for selecting the item they did.

Invite students to present their findings. Are student results similar and based on the same pieces of information? Or have students taken different facts and information into consideration? Is information literacy always about finding the right answer? Or can it be about finding the right answer for you?

If you have time, you may want to have students create pie charts or bar graphs (or other visual representations) depicting the break-out of student selections.

Educate the School

Ask students to recap some of what they've learned about information literacy, online searches, credible Web sites, plagiarism, and citing sources. Together, determine some of the most important points as well as the information you think would be helpful to other students in the school.

As a class, work cooperatively to design, create, and publish a class Web site explaining the key concepts of information literacy and online research to the rest of the school. Students may need to complete additional work to do so, such as putting together an explanation of different citation styles or developing examples of what is or isn't plagiarism. Encourage all students to contribute to the content of the site, whether through examples, facts, clear explanations, questions, etc. You may also want to have students illustrate the site.

Provide links on your class Web site to other useful online information (perhaps including those sites mentioned in the program). As you build the Web site, be sure to accurately cite all material you quote and utilize! If possible, link your class Web site to the school's homepage.

Have students create posters and flyers to advertise the online resource they have created. Continue to build and update the site throughout the school year.

ASSESSMENT QUESTIONS

Q1: Write a short essay on why information literacy is important.

Q2: List some of the ways in which students commit plagiarism.

Q3: True or False: All information online is accurate—it couldn't be posted if it were not true!

Q4: What is a search engine?

Q5: True or False: You can only commit plagiarism if you do so deliberately.

Q6: Where can you go for help if you have questions about researching, writing, or citing sources?

Q7: Why should most academic papers include a combination of online and print sources?

Q8: What area(s) of life does information literacy impact?

- a) Academic performance and achievement
- b) Good consumer choices
- c) Actively participating in a community
- d) Determining what information is credible
- e) All of the above

Q9: What are some of the possible consequences of plagiarism?

Q10: What is www.wikipedia.org?

- a) A college or university Web site
- b) A writing guide Web site
- c) An encyclopedia-like Web site with basic information on many different topics, such as historical figures
- d) The same thing as www.google.com

Assessment Questions: Answer Key

Q1: Write a short essay on why information literacy is important.

A1: Possible answers include: find needed answers and information; put research and knowledge to effective use; utilize information in a way that is ethical and responsible; make good choices as a student, consumer, and citizen; successfully process the large amounts of information that come at us; etc.

Feedback: Even if you know how to search the Internet or find answers at the library, you are not necessarily information-literate. What you do with the information you retrieve and how you analyze it is an even more important aspect of information literacy.

Q2: List some of the ways in which students commit plagiarism.

A2: Cutting and pasting information from the Internet into a paper without citing the source; paraphrasing someone's idea or material without giving that person credit; copying a picture from the Web into a school project without acknowledging the source; claiming that words you have copied are your own.

Feedback: Not only can you be significantly penalized for plagiarism, it also deprives you of the chance to really learn and absorb the information for yourself. If you need help or feel you are in over your head, ask your teacher for help. And also remember to cite all of the information you utilize in your work!

Q3: True or False: All information online is accurate—it couldn't be posted if it were not true!

A3: False.

Feedback: Just about anyone can put create a Web page and fill it with all kinds of content. Before utilizing an Internet source, do some investigating to ensure it is reliable. Consider information about the author of the site, when it was created and updated, and if there is any bias to the data.

Q4: What is a search engine?

A4: An Internet tool that retrieves various Web sites connected to the search terms you enter. Some examples are www.google.com and www.ask.com.

Feedback: The results you receive from a search engine depend completely on the search terms you enter. Terms that are too broad will result in many results to wade through, and terms that are too specific won't result in enough information or sources. Try different combinations of search terms and various search engines for the best results.

Q5: True or False: You can only commit plagiarism if you do so deliberately.

A5: False

Feedback: When you are doing a lot of research, it's easy to take notes and not realize later on that they are actually direct quotes. It's also easy to forget quotation marks, collaborate with a friend and use some of his or her words in your writing without realizing it, or to paraphrase too closely without citing the source. Be active and alert when researching and writing, and take very clear notes. Always err on the side of caution—when it doubt, cite your sources!

Q6: Where can you go for help if you have questions about researching, writing, or citing sources?

A6: Possible answers: teachers; librarians; Web tools such as the Internet Public Library guide.

Feedback: As a student, your job is to learn and utilize the important information that comes at you. If you are struggling or confused, there are lots of resources to help you get on track and understand. Don't be afraid to ask for help!

Q7: Why should most academic papers include a combination of online and print sources?

A7: Possible answers: to ensure you are using credible information; to provide different perspectives and information; to be as accurate as possible; to get practice searching both the Internet and the library; to make use of the full range of sources available, including those that may not be available online.

Feedback: Don't limit yourself when it comes to researching papers. The more information you read and review, the better your grasp and knowledge of the topic will be.

Q8: What area(s) of life does information literacy impact?

- a) Academic performance and achievement
- b) Good consumer choices
- c) Actively participating in a community
- d) Determining what information is credible
- e) All of the above

A8: e) All of the above

Feedback: Information literacy is not just about school or computers. Being information-literate will help you succeed throughout life in many different areas.

Q9: What are some of the possible consequences of plagiarism?

A9: Failing the paper/project in which you plagiarized; failing the course; other academic sanctions, such as a warning on your record, suspension, or expulsion; not learning the material in the paper/project; being considered unethical or dishonest.

Feedback: Plagiarism is just not worth it. It's too big of a risk, and the potential consequences are too severe. If you are stuck or need help, ask for it. Not learning the information assigned can only cause you more problems down the road.

Q10: What is www.wikipedia.org?

- a) A college or university Web site
- b) A writing guide Web site
- c) An encyclopedia-like Web site with basic information on many different topics, such as historical figures
- d) The same thing as www.google.com

A10: c) An encyclopedia-like Web site with basic information on many different topics.

Feedback: Use www.wikipedia.org to start your search on a given topic. You'll find useful facts and information that will help you expand and refine your searching. But use what you have learned about information literacy when consulting wikipedia—the information posted there is not always written by experts or scholars, and can be inaccurate or biased.

WORKSHEET 1

Spend some time reviewing the MyPyramid Web site (www.mypyramid.gov) and learning more about nutrition and physical activity guidelines. Then, answer the following questions. Include your answer and the full URL (Web site address) where you found the information.

Example:

Q: Name three foods included in the food group represented by the blue band on the pyramid.

A: Milk, cheese, and yogurt

URL: <http://www.mypyramid.gov/pyramid/milk.html>

Q1: When was the original Food Guide Pyramid created?

A1:

URL:

Q2: What does the red band on the pyramid represent?

A2:

URL:

Q3: What is the name of the game students can play on the MyPyramid website?

A3:

URL:

Q4: Name one tip for eating more whole grains.

A4:

URL:

Q5: Where can you view the full 80-page Dietary Guidelines report?

A5:

URL:

Q6: What are four different vigorous physical activities?

A6:

URL:

Q7: What is MyPyramid Tracker?

A7:

URL:

Q8: If you were a professional teaching others about MyPyramid, what resources would be available for you to use on the MyPyramid site?

A8:

URL:

Worksheet 1: Answer Key

Q1: When was the original Food Guide Pyramid created?

A1: 1992

URL: Possible answers: http://www.mypyramid.gov/global_nav/media_backgrounder.html or http://www.mypyramid.gov/global_nav/media_questions.html

Q2: What does the red band on the pyramid represent?

A2: Fruits

URL: Possible answers: <http://www.mypyramid.gov/pyramid/index.html> or <http://www.mypyramid.gov/pyramid/fruits.html>

Q3: What is the name of the game kids can play on the MyPyramid website?

A3: MyPyramid Blast Off Game

URL: Possible answers: <http://www.mypyramid.gov/kids/index.html> or http://www.mypyramid.gov/kids/kids_game.html

Q4: Name one tip for eating more whole grains.

A4: Possible answers: try brown rice or whole wheat pasta; use whole wheat or oat flour; eat whole grain bread or snack chips

URL: Possible answer: http://www.mypyramid.gov/pyramid/grains_tips.html

Q5: Where can you view the full 80-page Dietary Guidelines report?

A5: <http://www.healthierus.gov/dietaryguidelines/index.html>

URL: <http://www.healthierus.gov/dietaryguidelines/index.html>

Q6: What are four different vigorous physical activities?

A6: Possible answers: running; bicycling; aerobics; heavy yard work

URL: possible answer: http://www.mypyramid.gov/pyramid/physical_activity.html

Q7: What is MyPyramid Tracker?

A7: "MyPyramid Tracker is an online dietary and physical activity assessment tool that provides information on your diet quality, physical activity status, related nutrition messages, and links to nutrient and physical activity information."

URL: <http://www.mypyramidtracker.gov>

Q8: If you were a professional teaching others about MyPyramid, what resources would be available for you to use on the MyPyramid site?

A8: Possible answers: Anatomy of MyPyramid; PowerPoint presentation on MyPyramid; Education framework

URL: Possible answer: <http://www.mypyramid.gov/professionals/index.html>

WORKSHEET 2

Imagine that the following list of books, articles, and Web sites are the works you cited for a recent paper. Using the citation style taught or requested by your teacher, format these references into a complete and correct bibliography.

Books

Companion to Narnia: A Complete Guide to the Enchanting World of C.S. Lewis's *The Chronicles of Narnia*

by Paul F. Ford
HarperCollins Publishers, New York 1994

The King in the Tree

by Steven Millhauser
Alfred A. Knopf, New York 2003

Summerland

by Michael Chabon
Hyperion Books for Children, New York 2002

The No. 1 Ladies' Detective Agency

by Alexander McCall Smith
Anchor Books, a division of Random House Inc, New York 2002

Articles

"Hold the Phone"
by Mark Hosenball and Evan Thomas
article in *Newsweek* magazine, May 22, 2006
Volume CXLVII, No. 21

"Indonesia Hit By Big Quake Near Volcano"
by Peter Gelling
article in *The New York Times*, Sunday May 28, 2006
Volume CLV, No. 53,593

"The Optimist"
by Evan Rothman
article in *New Jersey Monthly*, May 2006
Volume 31, No. 5

Web Sites

"Frequently Asked Questions About Books and Reading"
by the American Library Association
www.ala.org, visited Web site on May 29, 2006

"About Boston College: An Overview of the University"
by Boston College
<http://www.bc.edu/about>, visited Web site on May 28, 2006

WORKSHEET 3

Using your search engine and Web-searching skills, answer the following questions with information from credible online sources. For each question, include your answer and the URL of the site where you found it.

Q1: What is the top-selling book on www.amazon.com today?

A1:

URL:

Q2: What are three interesting news or entertainment events that took place on the day and year you were born?

A2:

URL:

Q3: If you were taking a vacation to London, what are three possible hotels you could stay in, and what are their street addresses?

A3:

URL:

Q4: What are some well-respected college journalism programs? If you wanted to major in journalism, which of these programs might you choose? Why?

A4:

URL:

Q5: Is the Great Wall of China the only manmade object that can be seen from space?

A5:

URL:

Q6: Who invented Velcro?

A6:

URL:

Q7: What does it cost to visit the Air and Space Museum in Washington, DC?

A7:

URL:

Q8: Who directed your favorite movie? What other movies or television shows has he or she directed?

A8:

URL:

WORKSHEET 4

Read and consider each of the three scenarios below. Decide whether or not the situation constitutes plagiarism, and explain your answers.

Scenario 1

You don't know what to do. You have a term paper due tomorrow that counts for one-fourth of your entire grade, and you really need to do well. Unfortunately, you are just stumped on the topic and haven't made much progress. You know your cousin wrote a paper on a similar topic a year ago, and you emailed her asking for help, but so far you haven't received a response.

Just as you are about to start crying from frustration, an email appears in your inbox. It's from your cousin! But instead of just writing down some advice for you, she's attached her full paper. As you look at it, you realize that, with a few small changes, it would be perfect for you to turn in. Your cousin got an A on it, and she lives three states away. There is no way your teacher would ever know that you didn't really write all of it. You decide you will make some minor changes and hand it in as your own paper tomorrow.

Is this plagiarism?

Why or why not?

Scenario 2

You are working on a project about symbols. The assignment is to draw or create all of the different symbols in the project yourself. You've completed the entire assignment, and you are searching the web to double-check your work.

As you scan one webpage, you see an illustration of one of the symbols in your project that looks much better than the version you drew. You would much rather have this illustration in your paper. It's easy to copy the image and paste it in your paper as one of your symbols. You reason that you aren't really doing anything wrong. After all, you did complete the full assignment by drawing all of the symbols on your own, and now you've just found an opportunity to make your project even stronger. That's what your teacher would want, right? You decide to paste the symbol into your project.

Is this plagiarism?

Why or why not?

Scenario 3

You are researching a paper about women and World War II. While you are working, an elderly neighbor stops by to see your mother. Your mom isn't home, so the neighbor asks what you are doing. When you explain the topic of the paper, your neighbor starts to smile. She actually worked in a local factory during WWII and has lots of memories and stories that would really make your paper great. You grab a pen and paper and start to ask some questions. You write down the answers as carefully as possible, and you ask your neighbor if you may quote her in your paper. She readily agrees.

After your neighbor leaves, you work some of her stories into your paper. You are careful to put quotation marks around her exact words and you cite all of the information and details that came from her. In your bibliography, you include an entry for the interview with your neighbor.

Is this plagiarism?

Why or why not?

ADDITIONAL RESOURCES

Web Sites

Avoiding Plagiarism

<http://owl.english.purdue.edu/owl/resource/589/01>

Sponsored by the Purdue University Online Writing Lab

How Not to Plagiarize

www.utoronto.ca/writing/plagsep.html

Sponsored by the University of Toronto

Information Literacy Competency Standards for Higher Education

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

Information Literacy on the WWW

<http://www.fiu.edu/~library/ili/iliweb.html>

Sponsored by Florida International University

Internet Public Library for Teens: A+ Research and Writing

<http://ipl.si.umich.edu/div/aplus>

Plagiarism.org

www.plagiarism.org

National Forum on Information Literacy

www.infolit.org

AllSearchEngines.com

www.allsearchengines.com

Clusty Clustering Search Engine

www.clusty.com

Books

Hands-On Information Literacy Activities

By Jane Birks and Fiona Hunt

ISBN: 1555704565

Neal-Schuman Publishers; Bk&CD-ROM edition (2003)

Learning to Learn: A Guide to Becoming Information Literate

By Ann Marlow Riedling

ISBN: 1555704522

Neal-Schuman Publishers (2002)

Additional Resources at www.filmsmediagroup.com

Available from Films Media Group • www.filmsmediagroup.com • 1-800-257-5126

How to Conduct Research

- Order # 32847
- Six 17" x 22" posters
- Correlates to the National Education Standards for English Language Arts and Reading, Social Studies, and Writing.

Great papers and projects start with great research, so hang this information-packed six-part poster set on your walls to show your students how it's done. It'll walk them through each stage of the process as it helps them discover for themselves the excitement of meaningful research. Hot-button topics like plagiarism, visual literacy, and propaganda are covered too. A Cambridge Educational Product. Posters include: *Create a Research Plan; Go to the Library; Search the Internet; Ask Experts; Evaluate Your Information; Record Your Research*

Research Basics on the Internet

- VHS/DVD-R #10890

Making sense of the landslide of information available on the Internet is a challenge to many students. How can they locate the materials they need among its vast resources? Focusing on the experiences of a frustrated student who is struggling to find data to complete her school project, this program explains how to use search engines to browse for Web sites. The program also explores the concept of research itself, contrasting online and traditional types. A Meridian Production. (19 minutes) © 1999



For information on other programs

Visit our Web site at
www.cambridgeeducational.com

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Fax: 1 800/FAX ON US