

Annotating and Citing Sources Using Noodle Tools

Unit Rationale: This unit presents students with the opportunity to practice research in a cross-curricular setting. While focusing on genetics in their Biology class, students will research and annotate contemporary articles on an ethical dilemma that has emerged from the study of genetics in their English class. This project will culminate in an annotated bibliography, works cited page and the production of a short science fiction story, based on the ethical dilemma the students have researched. I will not include the exploration of the science fiction genre, nor the writing preparation for that activity in this unit outline.

Objectives: As a result of this unit, the student will

- Identify and input the information necessary for citing sources according to MLA format
- Find and evaluate quality research sources utilizing CQ Researcher and Lexis Nexis
- Distinguish between paraphrase and direct quotation of an author's ideas
- Accurately summarize and annotate at least three articles for research on an ethical dilemma in genetic research
 - Incorporate multiple quotes and paraphrases from a source into the annotation
 - Answer the following questions in their summary of each research article: who, what, where, when, why/how
 - Include a topic sentence in summary

Illinois Learning Standards

- **1.C.4d** Summarize and make some generalizations from content and relate them to the purpose of the material
- **3.B.4b** Produce, edit, revise, and format work for submission and/or publication (e.g. manuscript form, appropriate citation of sources) using contemporary technology.
- **3.C.4b** Using available technology, produce compositions and multimedia works for specified audiences
- **5.A.4a** Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g. notes, planning sheets)
- **5.B.4b** Use multiple sources and multiple formats; cite according to standard style manuals

Materials/Technology:

- In a laptop classroom, utilizing the following:
 - Databases: Noodle Tools, Lexis Nexis, CQ Researcher, Science Online
 - Classroom Professional Spyware
 - Articles read during this unit: ["My Genome, My Self" by Steven Pinker](#)
 - Rubric for annotations

Calendar:

- Time: This unit takes approximately 6-7 45-minute class sessions.

D1: Read and discuss “My Genome, My Self”	D2: Read and discuss “My Genome, My Self”	D3: Establish Noodle Tools Account, introduce CQ researcher & Science Online	D4: Input “My Genome, My Self” article into Noodle Tools,	D5: Introduce Lexis Nexis, introduce notecards, direct quotations, paraphrases
D6: Discuss Summary, identify annotations, transitions	D7: Student research day	Students continue researching independently for homework and inputting that information into Noodle Tools.	Students continue researching independently for homework and inputting that information into Noodle Tools.	Assignment due, Share work in Noodle Tools

Unit Procedures:

Day 1: Having read and annotated half of the article by Steven Pinker, students will come to class and participate in a paired-vocabulary activity and discussion. The vocabulary activity is geared to help students determine the meaning of unfamiliar words and/or phrases based upon the context of the reading. The activity also asks students to create short summaries of their passages in order to practice the components of summary they will be using on their annotated bibliography.

Day 2: Having read and annotated the entire article by Steven Pinker, students will again participate in a similar vocabulary and a quiz in which they have to determine the meaning of unfamiliar words and/or phrases based upon the context of the reading. Students will once again summarize and share their summaries of short passages with the class. The closing discussion for this article will focus on determining Pinker’s core argument and identifying what knowledge the scientific community has about genetic influence on personality traits and how much of that knowledge is certain. The discussion will conclude by analyzing the controversy of “nature vs. nurture” as an example of how genetic exploration can lead to dilemmas and conflict.

Day 3: Establishing Noodle Tools accounts, directing students to help tools available in Noodle Tools and on the U-High webpage. Students will be directed to the Science Online database and introduced to CQ Researcher. For this project, students were not allowed to use articles printed before the year 2005. Additionally, students were required to find at least one essay/article through Science Online. All other articles had to come from contemporary media sources, preferably not science/academic journals.

Day 4: Inputting an article into Noodle Tools. As a class, we will walk through an example, using the article “My Genome, My Self.” This activity requires that the students identify the type of source and identify where on that source they can find the information necessary to answer the questions posed by the Noodle Tools database. Students will then be given time to insert the information on articles found the previous day into Noodle Tools and to continue researching.

Day 5: How to organize notecards in Noodle Tools and how to use them as a tool for research. This organization process addresses utilizing clusters, direct quotations, paraphrases, and student ideas. Additional emphasis will be placed on when it is important to use a direct quotation or paraphrase by walking the students through a sample text and asking them to produce both a paraphrase and a summary that incorporates a direct quote. Student work will then be shared and critiqued by the class using the Classroom Professional Spyware.

Day 6: Introducing the rubric, reviewing summary, identifying transitional phrases for incorporating quotations. Students will generate a list of phrases to transition into direct quotations. Students will also work through a sample summary, identifying topic sentence and where the summary questions are answered in the text. Students will practice generating a brief summary. The remaining time will be for students to continue researching and inputting their information into Noodle Tools.

Day 7: Depending on technology issues and student understanding, this day may be used for research or clarification.

Day 10: All information is put into Noodle Tools. Students will “share” their works cited and bibliographies with the teacher by linking their document to an assigned class name.

Assessment: Students will be assessed according rubric posted below-

Student Response: Students appreciate the ease with which they can track their sources while working on a major research project. They respond well to the questions/blanks generated by the database. Noodle Tools allows students to accurately cite a text and focus on the quality of information they are gleaned from that text, rather than focus on being dinged for minor errors, such as comma placement or confusing the date of publication with the date of access.

Name _____

Rubric for Annotated Bibliographies (Source Summaries)

	Beginning	Developing	Accomplished	Exemplary	Score
	1	2	3	4	
Topic Sentence	Under-developed topic sentence	Topic sentence indicates movement toward mastery of performance.	Clear topic sentence reflects mastery of performance.	Topic sentence reflects the highest level of performance.	
Summary Structure (who, what, where, when, why/how)	Summary fails to address all elements of a thorough summary and leaves lingering questions.	Summary mostly addresses elements of a summary. Leaves some questions.	Summary clearly addresses elements of a thorough summary. Leaves no lingering questions.	Paper clearly adheres to the elements of summary and enhances organization throughout the paper.	
Quotations (at least 3 quotations per source)	Summary reflects a beginning level performance and fails to incorporate any quotations &/or quotations are not a natural part of the text.	The paper contains some quotations indicating movement toward mastery of performance. Quotations are clearly a part of the text.	The paper quotation and voice reflecting mastery of performance. Quotations are a natural part of the text.	The paper contains a high level of legitimate voice and quotation reflecting the highest level of performance. Quotations are used to enhance the voice of the writer.	
Works Cited & Notec Cards	Citations are incorrectly inserted into Noodle tools. Note cards contain inadequate information reflecting a beginning level of performance.	Citations are mostly correct. Note cards contain some useful info and ideas that reflect development and movement toward mastery of performance.	Citations are correctly inserted into Noodle tools, adequate support and conclusions are inserted into Note Cards reflecting mastery of performance.	Citations are flawless and note cards are organized and contain explanations, adequate support and conclusions with impact reflecting the highest level of performance.	

Standards for Mechanical Correctness adjustments _____.

