

Name: Jennifer Lau-Bond

Institution: Harper College

Course Level and Discipline: Humanities 120

Topic: Hands-On Citation: Exploring MLA Style with First-Year Students

Objectives

Students will be able to create correct MLA style bibliography citations in order to document the texts they read in Humanities 120.

Students will be able to create correct MLA style in-text citations in order to document the texts they use in their papers for Humanities 120.

Materials

This lesson plan was designed for a class of around 18 students; adjust materials accordingly for larger or smaller classes.

- Teaching station, with the ability to project paper documents
- Slides for brief lecture and activity “answers”
- Printed copies of “Getting Help” handout for each student
- 6 zip-top bags or large envelopes (one for each group, labeled with the group number)
- Use the bags/envelopes to create a packet for each group with:
 - Directions
 - Citation components for one of six given sources (print the document and cut out each component separately; repeat for each source)
 - In-text citation activity
 - 1 brightly colored marker
 - Tape
- MLA Style guides (or any other style guides or help material)
- Printed copies of Worksheet #2 for each student (hand out at the end of class)

Activities

Total pre-class time: 20-30 minutes

Total in-class time: 1 hour and 15 minutes

Pre-class:

(20-30 minutes) Tutorial and Worksheet #1

- About a week in advance, the classroom faculty member should distribute a link (in Blackboard course site) to a tutorial from Arizona State University, called MLA

Citation Style!: http://www.asu.edu/lib/tutorials/storyline/mla-citation-style/story_html5.html

- Students will be told to watch the tutorial and then complete a worksheet that will be graded by the faculty member. They are to bring the completed worksheet to class on the day of the lesson.

(10 minutes) Introduction and Lecture

- Collect the worksheet (or have the classroom faculty member collect them if they are doing the grading).
- Introduce the presenters and go over the learning outcomes.
- Review the MLA “Core Elements” that students learned about in the tutorial before class, highlighting some of the more confusing elements.
- Explain that the tutorial discussed citation basics but that many of the texts read in their Humanities courses are a trickier to cite. Show examples of creating citations for the end of the paper as well as in-text for some of the more unusual circumstances they will encounter in the course.

(30 minutes) Ordering a Citation

- Have students split into groups of no more than 3. Give each group a packet (described in “Materials” section).
- Go over the activity directions with students. Let them know they can use any help they can find, including the printed style guides or anything they can find on their phones.
- Each student group must put the MLA components in their packet in the correct order and tape them to the back of the direction sheet. They will use the colored marker to add the correct punctuation after each element. Remind them to consider how to format the citation as well.
- When groups are done, call up group #1 and have them explain their work. They should tell the class what each component is, why they put it in that order, and why they used the punctuation they did.
- After a group gives their explanation, ask what the rest of the class thinks. (Do they spot errors? Have suggestions?)
- Then show the correct citation and compare. Point out both things they did well and things they would need to improve.
- Repeat the process with each group.

(15 minutes) Creating In-Text Citations

- Tell students to continue working with their group. Have them pull out the in-text citation activity from their packet.
- Explain that they are working with the same source they did before. They need to create the in-text citation for the quote they are given in their packet.
- Again, call group #1 up first and have them show their work and ask for feedback from the class.

- Show the correct answer and compare to the group's work.

(10 minutes) Questions, Help, and Wrap Up

- Point out the "Getting Help" handout and discuss the help options for citing.
- Ask students if they have any remaining questions or concerns, and discuss those.
- Hand out the after-class worksheet and remind students they must turn it in before next class to receive a grade.

After-class:

(10-15 minutes) Worksheet #2

- Students will complete the after-class worksheet, which is a summative activity pulling together all the skills they have learned.
- Worksheets will be turned in to the classroom faculty member at the start of the next class session for grading. (Copies of the worksheets will be shared with the librarian as well.)

Assessment

- The presenters will use the in-class activities for formative assessment. If common issues are seen as the groups present their work, those issues can be explained in greater depth.
- After class, Worksheet #2 will help assess whether the students are able to create the citation and the in-text citation for one of their course texts.
- With agreement from the classroom faculty member, the librarian will examine final student papers in the course and rate the citations using a rubric. This will assess whether the students were able to apply what they learned in the context of the writing they do for the course.

ACRL Information Literacy Framework

- Information Has Value
 - Knowledge Practices 1 and 2
 - Dispositions 1 and 2
- Research as Inquiry
 - Disposition 8