

INSTRUCTIONAL DESIGN FOR TEACHING MLA CITATION STYLES
English 101

PHASE TWO: PERFORMANCE OBJECTIVES, ASSESSMENT INSTRUMENTS, INSTRUCTIONAL STRATEGY AND INSTRUCTIONAL MATERIALS

Performance Objectives: Based on the steps, substeps, skills, and subskills identified through the goal analysis process (described above), the following chart outlines the detailed performance objectives that will be applied to each step of the intended goal.

STEP ONE	MATCHING PERFORMANCE OBJECTIVE
1.1 List the author's name.	1.1 Given bibliographic information from an academic book (CN), students will always correctly (CR) write the author's last name, a comma, the author's first name, and a period (B).
1.2 List the title of the book.	1.2 Given bibliographic information from an academic book (CN), students will always correctly (CR) write the title of the book using standard title capitalization styles and follow the book title with a period. They will also italicize the book title (B).
1.3 List the publication location.	1.3 Given bibliographic information from an academic book (CN), students will always correctly (CR) write the publication location (including city and state) and follow the location name with a colon (B).
1.4 List the publisher.	1.4 Given bibliographic information from an academic book (CN), students will always correctly (CR) write the name of the publisher and follow the name with a comma (B).
1.5 List the year of publication.	1.5 Given bibliographic information from an academic book (CN), students will always correctly (CR) write the year of publication and end the citation with a period.
1.6 Format the citation correctly.	1.6 Using the citation they have created after receiving bibliographic information from an academic book (CN), students will always correctly (CR) apply the hanging indent format to the entire citation (B).
Goal: Correctly format a citation for a book with one author following the MLA citation style.	Terminal Objective (T.O.): Given bibliographic information from an academic book (CN), students will always correctly write an MLA citation for a book with one author (B). Each step will be performed in a sequence and evaluated on the basis of the criteria identified for each step (CR).

STEP TWO	MATCHING PERFORMANCE OBJECTIVE
2.1 List the author's name.	2.1 Given bibliographic information from an academic journal article (CN), students will always correctly (CR) write the author's last name, a comma, the author's first name, and a period (B).
2.2 List the title of the journal article.	2.2 Given bibliographic information from an academic journal article (CN), students will always correctly (CR) write the title of the journal article using standard title capitalization styles and follow the journal article title with a period. They will also put double quotation marks around the journal article title (B).
2.3 List the title of the journal.	2.3 Given bibliographic information from an academic journal article (CN), students will always correctly (CR) write the title of the journal using standard title capitalization styles and follow the journal title with a period. They will also italicize the book title (B).
2.4 List the volume and issue number of the journal.	2.4 Given bibliographic information from an academic journal article (CN), students will always correctly (CR) write the journal's volume number and the issue number, separating them with a comma (B).
2.5 List the year of publication.	2.5 Given bibliographic information from an academic journal article (CN), students will always correctly (CR) write the year of publication and end the citation with a period. They will also put parentheses around the year and follow the closing parenthesis with a colon (B).
2.6 List the page numbers of the article.	2.6 Given bibliographic information from an academic journal article (CN), students will always correctly (CR) write the beginning and ending pages of the article, separating them by a hyphen. They will also write a period to end the citation.
2.7 Format the citation correctly.	2.7 Using the citation they have created after receiving bibliographic information from an academic journal article (CN), students will always correctly (CR) apply the hanging indent format to the entire citation (B).
Goal: Correctly format a citation for a journal article following the MLA citation style.	Terminal Objective (T.O.): Given bibliographic information from an academic journal article (CN), students will always correctly write an MLA citation for a journal article (B). Each step will be performed in a sequence and evaluated on the basis of the criteria identified for each step (CR).

Description of CRT Assessment Instruments

For this instruction, I have chosen to apply two types of CRT instruments, the practice test and the post-test.

Practice Tests: Because the skill being included includes both verbal and psychomotor skills, two different practice tests will be applied during the instruction.

1. **Verbal Practice Test.** Given a sample book and journal article, students will be asked to identify the different pieces of bibliographic information that will be required in a typical MLA citation. While the task requires students to physically find the required information, it is fundamentally a verbal skill that requires students to remember what information should be included and remember how to find it within a text.
2. **Psychomotor Practice Test.** Given the bibliographic information of one book and one journal article required to successfully complete a citation following MLA guidelines, students will be asked to correctly format a citation for each text following the principles covered in instruction.

Post-Tests: Students will be expected to successfully cite a journal article and book that they referred to in their own research within the context of their final research project for the course. The post-test will require students to apply the knowledge learned in the classroom to the actual performance context of the skill.

NOTE: Neither a post-test or entry behaviors test will be conducted, because usage of this module is dependent on a need already identified by the instructor. In other words, if an instructor notices that his/her students are not following MLA guidelines for citations, then the entry behaviors and prior knowledge are already determined, so instruction can be seen as a viable solution to the learning need.

Mastery Levels: Learners should be expected to gain total mastery of the task so that they are performing it 100% correctly each time they attempt. Total mastery of the task means that they complete each substep of each step correctly. For the sample evaluation checklist above, therefore, students should receive a YES for each of the 13 substeps listed. Grades will be assigned using the following scale: 90-100%: A, 80-89%: B, 70-79%: C, 60-69%: D, 59% or below: E.

Sample Post-Test (coming soon).

Evaluation Methods

Evaluation Method Chosen: Because the skills students will be required to demonstrate during and after instruction are relatively simple tasks that can be evaluated on a basis of whether or not students correctly completed each step (rather than how well they completed each step), evaluators will assess student work using a checklist.

Sample Method: A sample checklist to be used by evaluators when assessing students' work follows:

CRITERIA	YES	NO
I. Did the student correctly write the author's name?		
1. Did the student format the author's name correctly?		
2. Did the student follow the author's name with a period?		
II. Did the student correctly list the title of the book?		
1. Did the student capitalize the book title correctly?		
2. Did the student italicize the book title?		
3. Did the student follow the book title with a period?		
III. Did the student correctly list the publication location?		
1. Did the student correctly type the publication city and state?		
2. Did the student correctly place a comma between the city and state?		
3. Did the student correctly place a colon after the state?		
IV. Did the student correctly list the publisher's name?		
1. Did the student correctly type the publisher's name?		
2. Did the student correctly follow the publisher's name with a comma?		
V. Did the student list the year of publication?		
1. Did the student correctly list the year of publication?		
2. Did the student follow the year of publication with a period?		
VI. Did the student format the citation correctly?		
1. Did the student apply a hanging indent format to the citation?		