

INSTRUCTIONAL DESIGN FOR TEACHING MLA CITATION STYLES

English 101

PHASE ONE: INSTRUCTIONAL GOAL; LEARNER, CONTEXT, AND GOAL ANALYSIS

Instructional Goal: Learners enrolled in an introductory writing class will be able to correctly format citations for a book (with one author) and a journal article using the MLA citation style for works cited pages.

Performance Analysis: As an instructor, I've found that students in my introductory composition class are unable to correctly cite sources in their works cited page. Students who successfully complete this course should be able to follow correct MLA citation conventions, according to the writing program's state goals, so it is important that this skill be reinforced for students unfamiliar with the citation conventions.

Instruction should be the most effective way of helping students learn this skill. Previous attempts to inform students of the standards by referring them to the course handbook were unsuccessful, so a more thorough attempt at teaching the students how to perform this skill should be more effective.

Goal Analysis

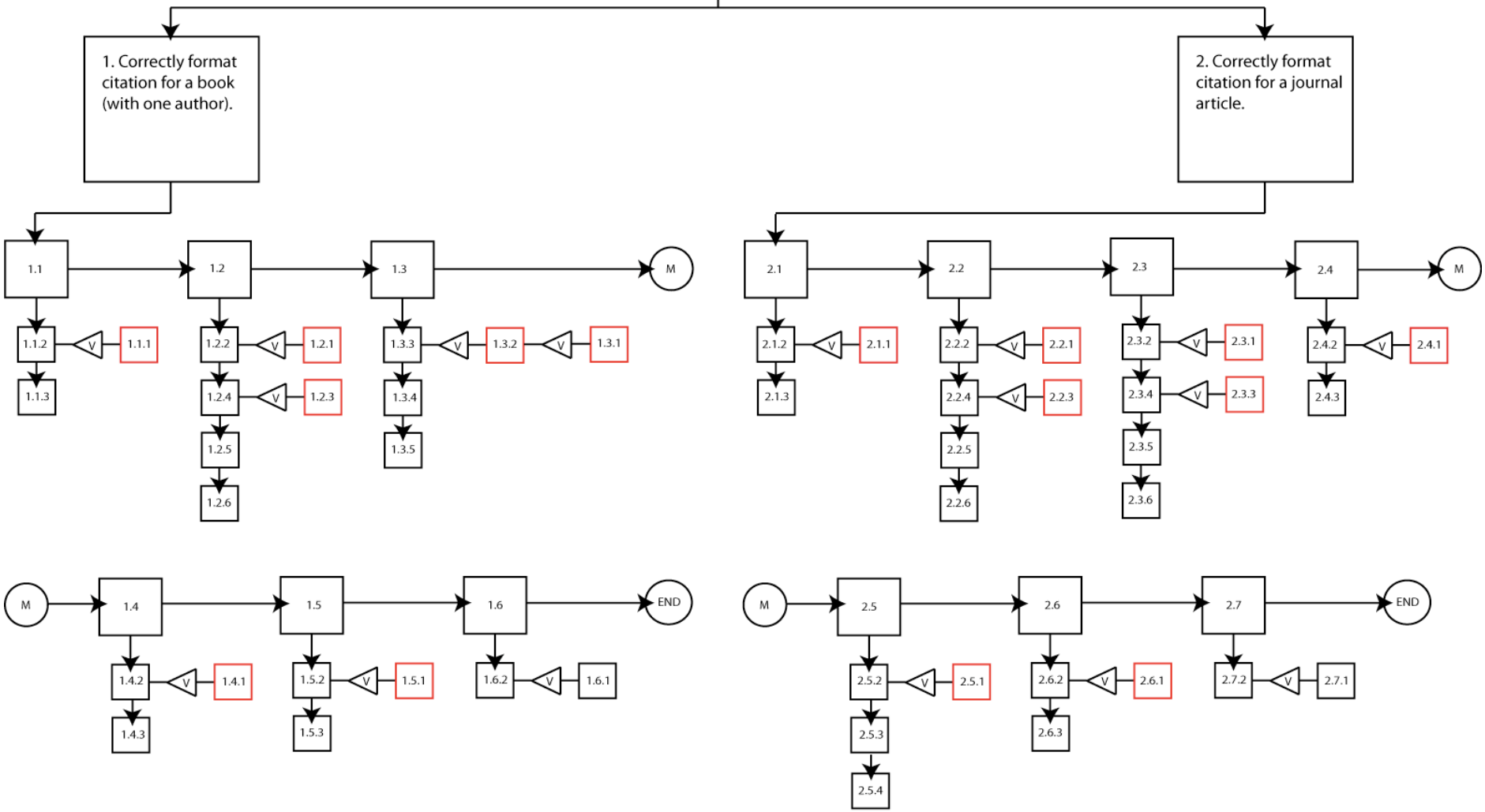
Domain of Learning: Verbal Information and Psychomotor Skills

Successful students should be able to locate and identify the specific information required to correctly cite a source using MLA citation styles, which falls under the **verbal information** category or skills. Additionally, they should be able to correctly order the required information following MLA conventions, which will require them to perform **psychomotor skills** in order to successfully complete the task.

Performance Context: Students will be expected to perform this skill in the classroom as well as in the other settings in which they might be preparing a research paper that includes references to outside sources. They will be expected to perform the task using desktop publishing software (such as Microsoft Word) for projects they are completing for class.

Steps and Substeps: A visual representation of the steps and substeps involved in achieving this instructional goal are included on pages 2, and the verbal description of the steps follow on pp 3-4:

Goal: Learners will be able to correctly format citations for a book (with one author) and a journal article using the MLA citation style for works cited pages.



KEY: = Entry Behavior

Instructional Goal Steps, Substeps, and Skills

Instructional Goal: Learners will be able to correctly format citations for a book (with one author) and a journal article using the MLA citation style for works cited pages.

1. Correctly format citation for a book with one author.

- 1.1. List author's name.
 - 1.1.1(v). Know how to identify author's name.
 - 1.1.2. Type author's name with last name first, followed by a comma and the author's first name.
 - 1.1.3. Follow the author's name with a period.
- 1.2. List the title of the book.
 - 1.2.1(v). Know how to identify the title of the book.
 - 1.2.2. Type title of the book.
 - 1.2.3(v). Know how to capitalize book titles (i.e., which words are capitalized, which are not).
 - 1.2.4. Capitalize book title correctly.
 - 1.2.5. Italicize book title.
 - 1.2.6. Follow the book title with a period.
- 1.3. List the publication location.
 - 1.3.1(v). Know how to identify the publication location.
 - 1.3.2(v). Know how to attribute the correct state abbreviation for the publication city.
 - 1.3.3. Type the publication location with the city and state.
 - 1.3.4. Separate the city and state with a comma.
 - 1.3.5. Follow the location with a colon.
- 1.4. List the publisher.
 - 1.4.1(v). Know how to identify the publisher's name.
 - 1.4.2. Type the publisher's name.
 - 1.4.3. Follow the publisher's name with a comma.
- 1.5. List the year of publication.
 - 1.5.1(v). Know how to identify the year of publication.
 - 1.5.2. Type the year of publication.
 - 1.5.3. End the citation with a period.
- 1.6. Format the citation correctly.
 - 1.6.1(v). Know how to format a hanging indent using Microsoft Word.
 - 1.6.2. Apply hanging indent formatting to citation.

2. Correctly format citation for a journal article.

- 2.1. List author's name.
 - 2.1.1(v). Know how to identify author's name.
 - 2.1.2 Type author's name with last name first, followed by a comma and the author's first name.
 - 2.1.3 Follow the author's name with a period.
- 2.2. List the title of the article.
 - 2.2.1(v). Know how to identify the title of the article.
 - 2.2.2 Type the title of the article.
 - 2.2.3(v). Know how to capitalize article titles (i.e., which words are capitalized, which are not).
 - 2.2.4 Capitalize the article title correctly.
 - 2.2.5 Place a period after the article title.
 - 2.2.6 Place quotation marks around the title and the period.
- 2.3. List the title of the journal.
 - 2.3.1(v). Know how to identify the title of the journal.
 - 2.3.2. Type title of the journal.
 - 2.3.3(v). Know how to capitalize journal titles (i.e., which words are capitalized, which are not).
 - 2.3.4. Capitalize journal title correctly.
 - 2.3.5. Italicize journal title.
 - 2.3.6. Follow the journal title with a period.
- 2.4. List the issue and volume number of the journal.
 - 2.4.1(v). Know how to identify the volume and issue number of the journal.
 - 2.4.2. Type the volume number, followed by the issue number of the journal.
 - 2.4.3. Separate the volume number and issue number by a period.
- 2.5. List the publication year of the journal.
 - 2.5.1(v). Know how to identify the journal's publication year.
 - 2.5.2 Type the year of the journal's publication.
 - 2.5.3 Place parentheses around the year.
 - 2.5.4 Follow the closing parenthesis with a colon.
- 2.6. List the page numbers of the article.
 - 2.6.1(v). Know how to identify the page numbers of the article.
 - 2.6.2. Type the page numbers of the article, separating the start page from the end page with a hyphen.
 - 2.6.3. End the citation with a period.
- 2.7. Format the citation correctly.
 - 2.7.1(v). Know how to format a hanging indent using Microsoft Word.
 - 2.7.2. Apply hanging indent formatting to citation.

Learner Analysis

Description of Learners: The primary learners for this module will be students enrolled in a introductory composition course. Most of the students in this course will be first-year students, though there may be other students enrolled in the class who are taking the course later in their college careers.

To better characterize the learners who will participate in this training, I conducted a survey of students enrolled in three different sections of English 101, interviewed their instructors, and reflected upon my 10 years of teaching introductory composition courses.

Entry Behaviors: We can assume, based on the data collected, that students will have a general knowledge of the important role citation of sources plays in academic writing. Many of the students have been exposed to MLA citation styles before, but most students have a hard time remembering the rules. We can also assume that students will have general knowledge of writing conventions for capitalization, punctuation, and spelling. We will also assume that students have a working knowledge of Microsoft Word, the word processing software that students will use to demonstrate their knowledge of the subject.

Attitudes Toward Content and Potential Delivery System: This module will most likely be delivered online because of the subject matter and the performance context associated with the instructional goal. Students report that they are comfortable learning information in an online environment. One the whole, students believe that they need further instruction in MLA citation conventions; however, they report that they are often bored by the way it is taught in class. Learning rules isn't very interesting, according to these students.

Academic Motivation: Students are motivated to do well in this course and the other courses they are enrolled in, and they understand that the skills that they will learn in their introductory composition class will be useful for them when they complete writing assignments for other courses throughout their college career.

Education and Ability Levels: At least 90% of the students who will participate in this training are first-year college students who are getting their first exposure to instruction in college-level writing. Around 10% of the learners will be students who are beyond their first year in the university. These students may have more experience in writing academic research papers, but they may have developed bad citation habits because they did not have direct writing instruction at the college level.

Because 23% of the university population is made up of non-traditional students, we can assume that each class will have 1-2 students who are beyond the traditional college age and who have professional and personal experiences that are different from the majority of the students enrolled in the course.

General Learning Preferences: Students prefer to learn in a relaxed, collaborative atmosphere that provides opportunities for students to interact with each other and with their instructor. Likewise, they appreciate getting the opportunity to practice the skills that they are learning in the class and get feedback on their work from their instructor.

Group Characteristics: Students in this group are generally:

- Technologically savvy, both in terms of internet skills and general word processing skills.
- Motivated to do well in their academic courses.
- Disinterested in rule-based educational situations. Students reported that they are much more interested in learning concepts and applying them rather than learning rules that must be followed.

Description of Performance Context

Managerial or Instructor Support: There will not be a good deal of instructor support for the students' performance of the instructional goal, because most often, students complete writing assignments in computer labs on campus or in their own residences. Instructors can provide feedback on the students' ability to complete the task once it is submitted for review, but there is little opportunity for instructor intervention as the students are completing the instructional goal.

Physical Aspects of the Site: Physical aspects of the site are dependent on the students' individual working and living conditions because the task is completed outside of the classroom.

Social Aspects of the Site: Social aspects of the site are dependent on the students' individual working and living conditions, though for students who live in the residence halls and/or use public computer labs to complete the instructional goal, we can assume a certain level of interruptions from visitors, electronic communication (such as instant messages or e-mail), and/or media (e.g., movies, music, video games).

Relevance of Skills to Workplace: Because the students' performance context is likely their living context, the skills might not seem immediately relevant to their workplace; however, when students are engaged in writing research papers within this performance context, the skills are immediately relevant to their location.

Description of Learning Context: The classroom in which this training will take place is the regular classroom students use for daily class meetings. The classroom is a computer lab laid out in rows facing the front of the classroom. Each student will have access to his/her own computer for the duration of the training. There is an instructor computer in the classroom, as well, that is connected to a projector that shows images from the instructor's computer screen at the front of the classroom.

Compatibility of Site with Instructional Requirements: Because the instruction will be delivered online with an instructor present the site is compatible with the requirements of the instructional design. Each student will have his own computer and can follow along with the presentation—and participate in the practice exercises—on his/her own computer.

Adaptability of Site to Simulate Workplace: Although many distractions can be present in the students' performance context, the classroom environment closely mirrors that of a public computer lab. Likewise, the desktop environment in which students are working in the classroom (using the internet and Microsoft Word, for example) will likely be very similar to the context in which they perform the task.

Adaptability for Delivery Approaches: The site is fairly inadaptable, because the computers and the tables they sit on are bolted to the ground. Likewise, there is little space in the room for students to face move in order to face one another or the instructor (e.g., there is no room to move the chairs into a circle).

Learning Site Constraints: Constraints include the following:

- Inadaptability of the classroom environment to a variety of delivery approaches
- Small size of projected image from instructor's workstation at the front of the classroom
- Poor lighting options so students can see both the work they are doing independently and the projector screen

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.¹

| 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). |

¹ See Table 6.5 in *SDOI*.

| 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 pretest 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:²

| 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? | | |

² See Table 7.4 in *SDOI*.

Instructional Strategy Description

Delivery System Description/Justification: This instruction will be prepared using media that is deliverable over the web. I intend to create the learning module using Microsoft PowerPoint, as it is likely the most user-friendly and multi-platform accessible format for instructors and students alike. PowerPoint modules are easily portable across web and e-mail platforms, and they also can be easily transferred to more complex programs if future users deem it necessary.

*Description of Learning Components to be Included in Instruction:*³

| Pre-Instructional Activities | |
|--|---|
| <ul style="list-style-type: none"> Motivation | <p>Students will experience internal motivation because of their experiences with making mistakes in MLA citations and being penalized for them. Students will be encouraged to participate in the instruction so that they can master the MLA citation guidelines “once and for all” and feel confident in their ability to format citations correctly in the future.</p> <p>It will be important for the instructor to remember that students are often frustrated by citation styles because, based on the learner analysis survey, students have reported that their instructors often have different rules or standards that are applied when evaluating students’ success in correct MLA citations. Students will need to be encouraged that this instruction will give them the basic understanding they need to understand why citations are formatted as they are.</p> |
| <ul style="list-style-type: none"> Objectives | <p>Students will be informed of the objectives of the instruction at the beginning of the lesson. We will discuss their experiences with MLA citation, and they will be told that this instruction will focus on the two most common types of citation—books and journals.</p> |
| <ul style="list-style-type: none"> Entry Behaviors | <p>We will not discuss entry behaviors at length because students will have already received feedback from the instructor on their ability to cite sources using the MLA citation style. However, students will be encouraged to ask questions if the material covered during the instruction relies on assumed entry behaviors that some students may not have.</p> |
| <ul style="list-style-type: none"> Student Groupings and Media Selections | <p>Students will be taught in a whole-class format for the majority of the instruction. During the practice portions of the instruction, students will be invited to review their materials with a partner to receive peer feedback on their work.</p> <p>Students will be informed that the presentation will be delivered using a PowerPoint workshop, and they will be expected to practice and demonstrate mastery of the task using the applications available on the computers in the regular classroom.</p> |

³ See also Table 8.4 in *SDOI*.

| Content Presentation | |
|--|---|
| <ul style="list-style-type: none"> Content | Content will be clustered according the table presented on the following page. After each cluster, students will have the opportunity to practice the material covered in that section. |
| <ul style="list-style-type: none"> Examples | Students will be presented with good examples and non examples that they will be asked to correct as part of the practice test component of the instruction. |
| Learner Participation | |
| <ul style="list-style-type: none"> Practice Items | See practice tests below. |
| <ul style="list-style-type: none"> Feedback | <p>Feedback will be provided to students in two ways: The instructor will move about the room using the evaluation checklist presented on page 4. Each student should receive direct feedback from the instructor on some component of the instruction before the class period concludes.</p> <p>Additionally, students will work together to receive feedback from their peers. Students can choose to use the checklist as a tool for peer evaluation, as well.</p> |
| Assessment | |
| <ul style="list-style-type: none"> Pre-test | A pre-test will not be given because this instruction will be delivered based on the information gathered by the instructor from previous student performances of the task (i.e., if students are using MLA incorrectly, the instructor will facilitate their learning with this instructional module). |
| <ul style="list-style-type: none"> Practice Tests | <p>Students will be given two practice tests. The first will be an opportunity for them to practice the verbal skills necessary to complete the task (i.e., being able to locate publication information from a book and journal article). To do so, students will be given a sample text, and from that, they will be asked to list publication information (e.g., for a book, they will be asked to identify the author's name, the title of the book, the publisher, the publication location, and the year of publication).</p> <p>For the second practice test, students will take the publication information they gleaned from the sample texts and format it correctly using MLA citation styles. Students will be expected to produce both a book citation and a journal citation by the end of the instruction.</p> |
| <ul style="list-style-type: none"> Post-Test | No post-test will be administered. Assessment will be conducted using the follow-through activities. |

| Follow-Through Activities | |
|----------------------------------|---|
| ▪ Memory Aid | Students will be given a job aid that lists online resources for them to use when preparing their citations. |
| ▪ Transfer | Students will be expected to perform this task successfully for the next writing project they submit for evaluation in the course, and their ability to do so will not only demonstrate their ability to retain the information from the instruction, but also assess the overall effectiveness of the instruction. |

Performance Objectives Cluster⁴

| Cluster | Instructional Goal Steps* |
|----------------|--|
| 1 | IDENTIFYING PUBLICATION INFORMATION Verbal Steps 1.1.1, 1.2.1, 1.3.1, 1.3.2, 1.4.1, 1.5.1; 2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 2.6.1 |
| 2 | FORMATTING MLA CITATIONS FOR BOOKS Instructional Steps 1.1-1.5 |
| 3 | FORMATTING MLA CITATIONS FOR JOURNAL ARTICLES Instructional Steps 2.1-2.6 |
| 4 | FORMATTING CITATIONS USING THE HANGING INDENT FUNCTION IN MS WORD Verbal Steps 1.6 and 1.7 |

The entire instructional module should be completed in one 50 minute class period.

⁴ See also Table 8.3 in *SDOI*.

Sample Instructional Content for Step One/Cluster Two:⁵ (this process should be completed for each step of your instructional goal)

| | |
|---|---|
| <p>Step 1: GIVEN BIBLIOGRAPHIC INFORMATION FROM AN ACADEMIC BOOK, STUDENTS WILL ALWAYS CORRECTLY WRITE AN MLA CITATION FOR A BOOK WITH ONE AUTHOR. EACH STEP WILL BE PERFORMED IN A SEQUENCE AND EVALUATED ON THE BASIS OF THE CRITERIA IDENTIFIED FOR EACH STEP.</p> <p><i>Student Grouping and Media Selections:</i> Students will be taught this step as an entire class. The instructor will use a projector/laptop to display the information to the students, and students will use their own computers to practice the step at the end of the presentation of the information included in this cluster.</p> | |
| <p>1.1 Given bibliographic information from an academic book, students will always correctly write the author’s last name, a comma, the author’s first name, and a period.</p> | |
| <ul style="list-style-type: none"> ▪ Content presentation | <p>Students will be shown the proper way to cite the author’s name of an academic book. The instructor will explain why the author’s name is listed as it is (easier to find the name alphabetically by last name in a Works Cited page), and they will explain why a comma and period is used to punctuate the information.</p> |
| <ul style="list-style-type: none"> ▪ Student participation | <p>Students will use the sample bibliographic information to practice typing the author’s information correctly.</p> |
| <p>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).</p> | |
| <ul style="list-style-type: none"> ▪ Content presentation | <p>Students will be shown the proper way to cite the title of an academic book. The instructor will explain why the title is capitalized and italicized as it is, and they will explain why a period is used to punctuate the information.</p> |
| <ul style="list-style-type: none"> ▪ Student participation | <p>Students will use the sample bibliographic information to practice typing the title correctly.</p> |
| <p>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).</p> | |
| <ul style="list-style-type: none"> ▪ Content presentation | <p>Students will be shown the proper way to cite the publication of an academic book. The instructor will explain when a state abbreviation should be added to the publication information (i.e., when the city’s state is not obvious) and when it is not necessary (e.g., we know New York is in NY, so we don’t need to add the state abbreviation). The instructor will explain why a colon is used to punctuate the information.</p> |
| <ul style="list-style-type: none"> ▪ Student participation | <p>Students will use the sample bibliographic information to practice typing the publication location information correctly.</p> |

⁵ See Table 8.8 in *SDOI*.

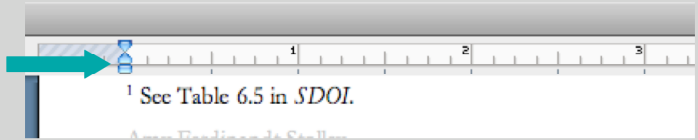
| | |
|--|---|
| 1.4 Given bibliographic information from an academic book (CN), students will always correctly (CR) write the name of the publisher and follow the name with a comma (B). | |
| ▪ Content presentation | Students will be shown the proper way to cite the publisher's name of an academic book. The instructor will explain why the publisher's name included and accepted ways of abbreviating the publisher's name (e.g., Oxford University Press can be presented as Oxford UP). Instructors will also explain why a comma is used to punctuate the information. |
| ▪ Student participation | Students will use the sample bibliographic information to practice typing the publisher's name correctly. |
| 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. | |
| ▪ Content presentation | Students will be shown the proper way to cite the publication date of an academic book. The instructor will explain why the year needs to be included and why a period is used to close the citation. |
| ▪ Student participation | Students will use the sample bibliographic information to practice typing the publisher's name correctly. |

Sample Instructional Materials

The following are visual examples of a possible design for the instructional module. The design illustrates the instruction to be used for CLUSTER 4, FORMATTING CITATIONS USING MS WORD.

Applying a Hanging Indent

1. Highlight the text to be formatted.
2. At the top of the screen in the ruler, click on the bottom arrow and hold.



Applying a Hanging Indent

3. Drag the bottom arrow so it is 1/2 inch from the left margin.
4. Release the mouse button.

