Glendale College Library Information Competencies Workshops
Citing in MLA (8th ed.) – Outline

Core Competencies / Learning Outcomes
2. [Analyze] an effective search strategy appropriate for an information need by:
   a. Differentiating among various types of information sources [a.k.a. “containers”]
6. Employ principles of ethical and legal use of information by:
   b. Citing and acknowledging sources appropriately in text.
   c. Creating accurate references consistently, using an appropriate citation style.

Preparation
- Distribute copies of the Citing in MLA (8th ed.) handouts (2 pages total, each page double-sided: 1st page is worksheet, 2nd page is model Essay/Works Cited).
- Open the webpage (CampusGuide) created for the Citing in MLA (8th ed.) workshop: http://campusguides.glendale.edu/libworkshops/mla-8th

1. Introduction (5 minutes).
   Introduce yourself and welcome students to the library and the workshop. Take care of bureaucratic business, explaining the attendance roster, sharing the session agenda, and answering questions students may have.

   Review item #1 on the CampusGuide home page/agenda (“Introduction”), which quickly reviews the premise of academic honesty and invites students to take the workshop “Using Information Ethically” to learn more. Explain that this workshop focuses on specific mechanics of how to cite sources correctly using the brand new MLA Style (8th ed.).

2. In-Text Citations (15 minutes).
   5 min’s - Review content on CampusGuide web page for “In Text Citations” (linked off Workshop homepage as agenda item #2, or as sub-page on the left).

   5 min’s – Students complete Practice exercises on Worksheet, p.1.
   After you’ve reviewed CampusGuide content that explains and reviews how to correctly insert author-page as parenthetical citations, instruct students to complete exercise on p. 1 of their handout, in which they correctly insert two in-text citations to an essay excerpt. Show students that the source material for the two citations is linked at the bottom of the “In Text Citation” CampusGuide page, under the heading “Practice!” Students can click the hyperlinks there to view the full-text of the magazine article and webpage in question, and figure out the author for the information used in the essay excerpt. The page number for the quoted material is supplied to students, as appropriate (note: no page number is needed for information borrowed from a web site, since page numbers aren’t relevant to scroll-through content). Allow students 5 minutes to work as individuals or in pairs and write the two in-text citations on their worksheets.

   5 min’s - Review as a class what the citations should look like when correctly inserted. You may want to open up the MSWord copy of the Student Handout (provided on the CampusGuide at the bottom of the home page under “Instructor Materials”) to type/edit the document with correct in-text citations and display them to the full class using the projector and pull-down screen.

3. Works Cited (30 minutes total).
   10 min’s - Review the MLA’s template for creating a citation, provided on the CampusGuide (“Works Cited”) and also on p. 2 of the student handout. Review and describe each element as appropriate (containers, versions and numbers a.k.a. volumes and issues, location, etc.). Consult the “Glossary” tab for additional definitions and examples of the new concepts “containers,” “locations,” and “DOIs.”
10 min’s - Name That Container! exercises

Explain that understanding containers is critical to using MLA style 8th edition, and tell students that they will now practice this concept for a few minutes. In the “Practice” box at the bottom of the “Works Cited” page, instruct students to click the “Practice” hyperlink, to open the “Name That Container!” page on the CampusGuide. Review with them the instructions on the page, reproduced in the box below…

A student found the below resources and wants to use them in her research project.

1. What container is the content provided in?

2. Are there two containers? An original container (such as a print publication) and a secondary container (such as a database or web site)?

Remember, "container" is another word for what package the content was originally delivered in. Was it...

- A printed periodical, such as a magazine, newspaper, or scholarly journal?
- A web site?
- A database?

Also keep in mind that information may be packaged in one container that in turn is contained by another, different container. For instance: You might read a newspaper article that is packaged/contained in a library database. Or you might read a short story that is packaged/contained on a web page.

Assign students one of the three Source Scenarios to consider (one suggestion: assign students seated in Row 1 to work with Source A; Row 2 to work with Source B; Row 3 to work with Source C) and ask students to work in pairs to answer the questions noted on the CampusGuide web page. Instruct them to look at both the image (screen shot) shown for the Source in question and to click that hyperlinked image to view the full item within the web browser on their computer. Allow students 3-5 minutes to decide together, circulating and answering questions as they arise.

Take 5 minutes to share out as a class what the students discovered/decided. See below for best answers:

- Source A is a magazine article contained/provided in a library database. The 1st container is the print magazine *People*; the 2nd container is the database *Academic Search Premier*.
- Source B is a scholarly journal article contained/provided in an open web site. The 1st container is the printed *Journal of Law and the Biosciences*; the 2nd container is the web site *Oxford Academic*.
- Source C is a blog post hosted on a website, *PLOS Blogs*. There is only one container for this item: the website for the Public Library of Science (PLOS). Blog posts are originally written for and posted on the Internet, so the web page is considered the original/1st container.

10 min’s – Demonstration of “Building a Citation”

Return to the Works Cited page of the CampusGuide. Open the Powerpoint slides titled “Building a Citation” that are linked/embedded on the page. Ask students to pay attention to the slides as you will demonstrate how to figure out and assemble a full citation. You may use NetSupport classroom projection software to display the slides on each student’s computer individually, or you may display the slides on the screen at the front of the classroom.

On each click by the Librarian Instructor, a new citation element will be highlighted and added to the full citation. Click through and explain each element on Slide 1. Then move on to Slide 2, which shows the same citation, fully assembled, as well as (upon a second click) some rules that apply to all citations in the full list of Works Cited (use of double spacing, hanging indentation, and alphabetization).
There is space provided on the bottom of p. 2 of the Student Handout so that – if you choose – you may ask students to copy the complete citation after it is revealed on Slide 2 of the Powerpoint. Note that asking students to copy down the full citation will add approximately 5 minutes to this segment of the Workshop, so you will need to shorten your delivery of another segment (perhaps “Name That Container!”) so as to fit all content into the 55 minutes.

4. Review the Model Essay and Works Cited (5 minutes).
Ask students to notice the second, colored sheet of their handouts: a Model Essay (on the front side) and Works Cited list (on the back side) that is fully correct according to the rules of MLA style, 8th edition. Point out that the Works Cited list is formatted correctly (alphabetized, double-spaced, uses hanging indentation) and includes examples of many different types of sources in many different containers, including all of the sources that were considered during today’s Workshop (the magazine article by Warner, the scholarly journal article by Ikemoto, and the blog post by Bastian).

5. Post-quiz (last 5 minutes).
Direct students to the link for the Post-Quiz included on the workshop CampusGuide, [http://campusguides.glendale.edu/libworkshops/mla-8th](http://campusguides.glendale.edu/libworkshops/mla-8th), and ask them to answer the questions posted there.

Encourage students to take other workshops and/or Library credit classes such as LIB 190 to further improve their research skills.