

Team Work Tools

Team Tools	Description	At or Above Average (indicate with a check)							Below Average (indicate with a check)							Refocusing Goals	Group Conference Date	
		Group #	1	2	3	4	5	6	7	1	2	3	4	5	6			7
Effective Research	Consistently evaluating research to obtain the best possible information for the topic																	
Use of Class Time	Prepared and equipped; always on task; actively involved in the project																	
Organization	Using organization tools to help guide the research process; using assessment tools to continually reflect progress																	
Individual Contributions	Working to the best of each member's ability; members attempt to pull their own weight; individuals rise to the occasion when the group encounters problems																	
Team Work	Working as a unit; large tasks are divided into smaller tasks and assigned to members																	
Dialogue	Communicating between group members, different groups, and with the teacher; using problem-solving skills to resolve conflict ; a majority of conversations are directed at the research process																	

Research Checklist

Things to Do Before We Start Writing	Check here once you complete each step.
Choose a subject	<input checked="" type="checkbox"/>
Narrow subject to a manageable topic	<input type="checkbox"/>
Conduct research	<input type="checkbox"/>
Create source cards	<input type="checkbox"/>
Create note cards	<input type="checkbox"/>
Shuffle note cards	<input type="checkbox"/>
Begin writing process	<input type="checkbox"/>

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Sorting Your Sources for Usefulness



Is your source current?

Look for the most recent information available.

Is your source reliable?

Look at footnotes and/or lists of references. These places can confirm statements made by the author.

Is the author objective?

Look for signs that the author does not side with one opinion or another. Instead, the author should present both sides of an issue. Some authors are spokespersons for particular interest groups or have an axe to grind. Consider this kind of source as biased.

Does the information provided by the source support your topic?

Look for information that supports the topic for your paper. For example, when reporting on a topic you will encounter all types of interesting information. However, only include information that directly supports your topic. Follow this rule of thumb.

Every time you write a sentence -- every single time -- you need to ask yourself, "What does this have to do with the main point I'm making?" If your answer is nothing, then toss out that point.

Does the information provided by the source add to the topic?

Sometimes you must include some information and leave out other information. If you are faced with this choice, then include the information that is unique or interesting and adds to your topic. Common knowledge only serves to make a paper boring.

Use the checklist on the next page to help you sort through your sources.

Sorting Your Sources for Usefulness



Is your source current?

Is the information the most recent available?

Card #1 Yes ___ No ___	Card #2 Yes ___ No ___	Card #3 Yes ___ No ___	Card #4 Yes ___ No ___	Card #5 Yes ___ No ___	Card #6 Yes ___ No ___	Card #7 Yes ___ No ___
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Is your source reliable?

Is the author a scholar or someone who is respected in their field?

Card #1 Yes ___ No ___	Card #2 Yes ___ No ___	Card #3 Yes ___ No ___	Card #4 Yes ___ No ___	Card #5 Yes ___ No ___	Card #6 Yes ___ No ___	Card #7 Yes ___ No ___
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Is the author objective?

Is the author fair and equal to both sides of the issue?

Card #1 Yes ___ No ___	Card #2 Yes ___ No ___	Card #3 Yes ___ No ___	Card #4 Yes ___ No ___	Card #5 Yes ___ No ___	Card #6 Yes ___ No ___	Card #7 Yes ___ No ___
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Does the information provided by the source support your topic?

Is the information related to the main point your topic is making?

Card #1 Yes ___ No ___	Card #2 Yes ___ No ___	Card #3 Yes ___ No ___	Card #4 Yes ___ No ___	Card #5 Yes ___ No ___	Card #6 Yes ___ No ___	Card #7 Yes ___ No ___
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Does the information provided by the source add to the topic?

Is the information common knowledge?

Card #1 Yes ___ No ___	Card #2 Yes ___ No ___	Card #3 Yes ___ No ___	Card #4 Yes ___ No ___	Card #5 Yes ___ No ___	Card #6 Yes ___ No ___	Card #7 Yes ___ No ___
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Report Checklist		Self		Peer		Teacher	
		Yes	No	Yes	No	Yes	No
Title Page	___ Correct capitalization ___ Correct spelling ___ Name in lower right hand corner ___ Date in lower right hand corner						
Sources	___ At least 1 book ___ At least 1 article (magazine, newspaper, or electronic) ___ At least 1 encyclopedia entry ___ At least one primary source						
Body	___ Page numbers in upper right hand corner, except page 1 ___ Double-space the body of the paper ___ Indent new paragraphs five spaces ___ Paper should be clean and neat						
Works Cited	___ Indent the second line of each citation by 5 spaces ___ Double-space each citation ___ Each entry follows correct format ___ Alphabetize each citation beginning with the author's last name						

Please note that these combined elements create the formatting for the paper. Individual instructors or schools may vary regarding these stylistic decisions. It is always wise to consult with your teacher before beginning this part of a report.

