Archived Comments to students about research projects, using [Noodle Tools](https://my.noodletools.com/logon/signin):

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| You're not far behind, Austin! You only need to make a few note cards about the sources you've found and then start to fill in your outline with your ideas and info from sources that you wrote on your note cards. You're doing well from what I can see here! Next week we'll be using the laptops in room 310 and many people will continue to research, some will write outlines, and a few people will begin writing their drafts in word. Your notecards from the articles or books you've found could include your opinions, facts from the source, or paraphrasing info from your source. If you're having trouble on Monday, get my attention in class. |  |

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| Great! You're ready to begin finding relevant or useful videos in eLibrary or SIRS. Notes about videos could include facts from videos, opinions (opposing or in agreement), summaries, and anecdotes. If you need to look outside of our school's databases for your video, be sure to get one of us to help you check the credibility of the source. |  |

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| Sounds like that stat will be useful to show that employers don't have as much confidence in female supervisors, as they do in male supervisors. Good work! Could you find any statistics related to different rates of promotion to leadership positions for males and females? Also, you're ready to begin finding relevant or useful videos in eLibrary or SIRS. Notes about videos could include facts from videos, opinions (opposing or in agreement), summaries, and anecdotes. If you need to look outside of our school's databases for your video, be sure to get one of us to help you check the credibility of the source. Great work so far! |  |

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| Seems that you're ready to begin looking at relevant or useful videos in eLibrary or SIRS? Notes about videos could include facts from videos, opinions (opposing or in agreement), summaries, and anecdotes. If you need to look outside of our school's databases for your video, be sure to get one of us to help you check the credibility of the source. Great work so far! |  |

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| Don't forget to create at least 2 note cards for every source. Have you found any relevant or useful videos in eLibrary or SIRS? Notes about videos could include facts from videos, opinions (opposing or in agreement), summaries, and anecdotes. If you need to look outside of our school's databases for your video, be sure to get one of us to help you check the credibility of the source. Great work so far! (Comment) |  |

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| Don't forget to create at least 2 note cards for every source. Have you found any relevant or useful videos in eLibrary or SIRS? Notes about videos could include facts from videos, opinions (opposing or in agreement), summaries, and anecdotes. If you need to look outside of our school's databases for your video, be sure to get one of us to help you check the credibility of the source. Great work so far! |  |

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| Thanks, I'm glad I could be helpful! It looks like you're finding some excellent resources on your own. Remember to create at least 2 note cards for every source. Have you found any relevant or useful videos in eLibrary or SIRS? Notes about videos could include facts from videos, opinions (opposing or in agreement), summaries, and anecdotes. If you need to look outside of our school's databases for your video, be sure to get one of us to help you check the credibility of the source. Great work so far! |  |

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| Excellent! It looks like you've found some great resources! Continue to create at least 2 note cards for each source. Your notes could include statistics, summaries of relevant facts, interesting quotes or anecdotes (stories about people with relevant experiences) opinions or opposing viewpoints. You're ready to begin searching for a video source in eLibrary or SIRS. Ask one of us for approval of credibility of your source, if you can’t find a relevant video in one of those databases and need to look elsewhere. |  |

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| It seems that you may still be struggling to find electronic sources in eLibrary and SIRS about charter schools. Are you doing "keyword searches," not only subject searches? How about the results of searching for terms such as "voucher program" or "parent choice" and "schools"? If you're still having trouble finding electronic sources tomorrow, let's try searching outside of those two school databases, in Google. Be sure to check with one of us about the credibility of a website or article you find through a Google search, before you build a citation. |  |

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| Looks great! Remember to create at least 2 note cards for each source. Your notes could include your opinion, opposing opinions, definitions, history of the death penalty or ideas about the death penalty, statistics, anecdotes (short, interesting stories). Have you searched for a video source in eLibrary or SIRS yet? Your note about the video could include your opinion of the video or a summary of the video. |  |

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| Your research is coming along! As I was saying in class today, you're ready to begin composing your outline. Be sure to find information about opposing views, as well. You'll need to address the opposing side's ideas in your second paragraph (see outline). Great work so far! |  |

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| Looks like you're already finding some great electronic resources in SIRS and eLibrary. Remember to continue to build at least 2 note cards for every source. Make a few notes about opposing views, too, because you will need to include a few of those ideas in your second paragraph (see outline). |  |

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| Looks like you're already finding some great electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Your notes may be about the history of your topic, definitions of terms. You may create note cards that summarize the ideas of your source, or high light statistics. Look for some info in your sources that describe opposing views, as well. You will need to address views that you don't agree with in your second paragraph (see outline), before you begin to state your own assertions. |  |

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| Looks great! After you create one more note card for your book, you'll be ready to search for electronic sources in eLibrary and SIRS. Look for some info in your sources that describe opposing views, as well. You will need to address views that you don't agree with in your second paragraph (see outline), before you begin to state your own assertions. Your notes may include a summary of ideas in the source, statistics, anecdotes (interesting stories about a person's experience), definitions, or history related to your topic. |  |

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| Looks like you're already finding some great electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source, including your book. Your notes may be about the history of immigration or about the politics surrounding immigration in the US. Look for some info in your sources that describe opposing views, as well. You will need to address views that you don't agree with in your second paragraph (see outline), before you begin to state your own assertions. |  |

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| Your sources look great, Jase! As I was saying in class, you're probably ready to begin organizing information and ideas on your outline. Also, look for a video source in SIRS or eLibrary next. The note cards for your video may summarize the content of the video or describe your opinion of the video. |  |

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| Excellent! Looks like you're already finding some great electronic resources in eLibrary and SIRS. Remember to continue to build at least 2 note cards for every source. You may want to consider: Is their gender inequity of pay revealed in entry-level jobs, or executive jobs? Are both sexes promoted at the same rates in the same fields? |  |

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| Excellent! Looks like you're already finding some great electronic resources in eLibrary and SIRS. Remember to continue to build at least 2 note cards for every source.  Consider: What policies (in policing or policies on college campuses) shift blame from the assailant to the victim? How is victim-blaming apparent in the media? Are victims afraid to press charges because they'll be judged unfairly? Will people ask the victim what they were wearing, if they were alone, why they were out "late", or in "that area"? Does culture treat sexual assault as a common behavior in a "phase" that young men will grow out of? What policies/laws/approaches work to stop the perpetuation of a rape culture? |  |

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| Looks good! You've already found a great electronic resource in eLibrary and SIRS. Remember to continue to build at least 2 note cards for every source. You'll need to narrow your topic, as we've discussed and it looks like you're starting to research the global involvement of our military. Consider the questions and opinions you have about militarization. How involved should the military be in policing the world? When is it worth the risk of American lives to be involved? What do you think about military actions ordered by the president to combat the War on Terror, without congressional authorization? When should local/state/federal governments call for the help of the National Guard, Army, other branches? Should these forces ever be used domestically? Why/When? What level of presence or involvement should our military have in other countries? How does this help or hurt American diplomacy? |  |

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| Excellent! Looks like you're already finding some great electronic resources in eLibrary and SIRS. Remember to continue to build at least 2 note cards for every source. You may want to use one of your sources to describe how the earlier civil rights protest strategies (sit-ins & marches) were effective in changing segregation and voter registration. Consider: Are these strategies still effective in bringing change today? Why have some people at BLM events turned to violence or rioting, even though prominent BLM activists are urging continued peaceful protest? The BLM movement is trying to change the way police respond to black citizens because, WAY too often, our black citizens are treated as criminals by the police, even when they called for help. What type of protest strategies will work help effect change now? How can BLM activists bring attention to their messages and force change in policies? Would the powerful words of civil rights activists like MLK be as effective today as they were in the 60's? Would violent protests and acts of domestic terrorism, like those used by the Black Panthers, help or harm the mission of BLM? What do you think BLM could do bring change to racist policing and biased policing policies? |  |

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| Looks like you're already finding some great electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Your book may be useful to find info about the way the criminal justice system works (e.g. how are sentences created and who assigns them after a criminal is found guilty) or about the history of sentencing for certain crimes in the US. If you're struggling to find useful notes in your book tomorrow, ask one of us for help. Consider: What demographics are often given heavier/lighter sentences? How is this impacted by "tough on crime" policies? What has been the effect of "zero tolerance" policies? |  |

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| Excellent! Looks like you're already finding some great electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Consider: How do police policies, or those at university and college campuses blame the victim, rather than the perpetrators of sexual assault? Do policies which blame the victim prevent victims from reporting assault? Or, how are famous women in politics or media treated differently than men in regards to their sexuality? |  |

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| Looks like you're already finding some great electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Your book may be useful to gather historical information about school finding in general, or specifically funding for Head Start, which is linked to policies that support "the whole child" approach to education. Consider: Why does our nation benefit from ensuring academic success of every child? Who benefits most from access to free food in school? Whose responsibility should it be to ensure that every child has access to high quality nutrition? Are there any opponents to this access? How can the continued access to free, quality meals for children be ensured? |  |

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| Excellent! Looks like you're ready to begin researching electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Consider: Why is access to contraceptives important? What is the history of this access? Who/Why is access threatened? What should be done? |  |

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| Looks like you're finding some great resources about discrimination. You'll need to begin narrowing this topic as you choose information to create your note cards. The book which has the history of civil rights in the US will be helpful to build historical background no matter what area you choose to research within the umbrella of discrimination. Consider these questions to help you choose an area of interest to narrow your research: How is racism impacting college admittance today and twenty years ago? Why do some people/politicians insist that racism doesn't exist anymore? Why is it important to acknowledge/face the truth about the persistence of racism? Where does institutional racism exist today? What is some of the statistical evidence (e.g. demographics of prison populations, enrollment in top universities) of persistent institutional racism? Your notes could include surprising facts or anecdotes (interesting stories) from people who have experience with your topic. |  |

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| Excellent! Looks like you're already finding some great electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Consider: Is their gender inequity revealed in hiring or firing statistics? Are both sexes promoted at the same rates in the same fields? Are male bosses and female bosses treated/viewed similarly? |  |

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| Good research question! Looks like you've been able to find a book that contains relevant information. Remember to build at least 2 note cards for each source. Your notes could include: history of charter schools or "school choice vouchers," surprising facts about school choice or school funding, statistics, anecdotes (interesting stories) about people who have experiences with charter schools. Get my attention if you're still struggling to find notes from your book, ok. |  |

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| Excellent research question and hypothesis! Looks like you're ready to find electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Consider: How do "voter ID laws" (laws that require voters to show certain IDs before voting) impact access to voting? Do these laws reduce voter fraud? Who may be helped or prohibited from voting because of such laws? Does the electoral college unfairly undermine the popular vote? Who might think so? why? How do Americans feel about the power of their vote? Why? |  |

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| Excellent! Looks like you're already finding some great electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Consider: How do standardized tests help districts and states monitor the strengths and weaknesses of each school? Do you think these test results should impact state or federal funding for each school? How do these tests impact the way teachers design classroom instruction? How do these tests impact the psyche and motivation of students who take them? |  |

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| Excellent! Looks like you're ready to begin researching electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Consider: Why do some politician assert that global warming is a hoax? Which countries have/haven't enacted policies and laws to slow global warming? How would such laws impact businesses and national economies? Who would benefit from, or be challenged by these laws? |  |

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| Looks good! You've already begun researching electronic resources in eLibrary and SIRS and it seems that you've found some great material. Remember to build at least 2 note cards for every source. |  |

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| Excellent! Looks like you're already to finding great electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Consider: How has the Pledge changed throughout history? Why is the Pledge used in schools? Who opposes/supports using the Pledge in schools? What are the ideas behind each viewpoint? How has standing/sitting for the Pledge in schools taken on a new meaning, in light of recent events surrounds the National Anthem? |  |

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| Looks like your finding some great resources for your topic! Remember to create at least 2 note cards for every source. Consider: Should advertising be limited by government policies? Does advertising unfairly take advantage of some demographics (e.g. elderly or young)? Should advertisers be allowed the same press freedoms as journalists? Why? What's the difference? |  |

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| Looks like you've found some great resources already! Remember to build at least 2 note cards for every source. Your notes might include: statistics about people impacted, anecdotes (interesting stories) about people who've been impacted, surprising facts, history of religious protection. Do you think the government/schools/businesses should do more to protect religious freedoms? Try to get a few notes about opposing views, as well. Recognizing oppositional viewpoints will add depth to your paper. |  |

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| Your note cards are looking good! You're ready to begin researching electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. Are you investigating stereotypes in media (movies and advertising)? |  |

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| Good work! Looks like you're ready to begin researching electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source, and include a few notes about opposing views, too. You can refute the opposition in your paper, but recognizing those ideas will add depth to your argument. |  |

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| Great work so far! Looks like you're ready to begin researching electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. |  |

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| Excellent! Looks like you're ready to begin researching electronic resources in eLibrary and SIRS. Remember to build at least 2 note cards for every source. |  |

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| Excellent work finding relevant books and building note cards! After you build note cards for your second source, you're on track to begin searching for electronic resources in SIRS and eLibrary. Consider: Why is it important for women to have the option of birth control? What is the history of these choices? Where/why are reproductive choices limited throughout the country/world? What can/should be done to change these situations? |  |

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| Excellent! Looks like you're ready to begin researching electronic sources in eLibrary and SIRS. Consider: Why do people emigrate to America today? Have these reasons changed over time? How have American's ideas/thoughts about immigration changed over time? Does immigration strengthen or weaken America's economy or culture? Which group of immigrants is most scapegoated at a given time in American history? How does that scapegoating reflect the politics of the time? |  |

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| Excellent! You're ready to begin searching for electronic sources in eLibrary and SIRS Knowledge Source. Consider: How do laws that protect the environment impact companies, or the economies of the nations that rely on those businesses? Which countries have been most pro-active in protecting the atmosphere? What do they gain/lose from this? What motivates some politicians to deny the existence of global warming? |  |

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| Consider: How do standardized tests help districts and states monitor the strengths and weaknesses of each school? How do these tests impact the way teachers design classroom instruction? How do these tests impact the psyche and motivation of the students who take them? |  |

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| Excellent work! You're on track to make two note cards for each of your sources. |  |

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| Yes, if you're planning to write about why capitalism is the best for America, then I think you should mention other types of economies briefly when mentioning opposing viewpoints (in your second paragraph). I'll pass out an outline which will suggest how you might use thin info. |  |

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| Nice! After you've created two note card for each of your books, you'll be ready to search for electronic sources in eLibrary and SIRS. |  |

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| Good work! Keep building note cards (2 each) for these 2 books, then you'll be ready to begin searching electronic sources in eLibrary and SIRS Knowledge Source. |  |

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| Excellent! You're ready to search for electronic sources in eLibrary and SIRS. |  |

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| Looks great! You're ready to search for electronic sources in eLibrary and SIRS. |  |

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| Looks good! You're ready to start finding electronic sources in eLibrary and SIRS. Consider: How do police policies, or those at university and college campuses blame the victim, rather than the perpetrators of sexual assault? Do policies which blame the victim prevent victims from reporting assault? Or, how are famous women in politics or media treated differently than men in regards to their sexuality? |  |

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| Looks good! You're ready to start finding electronic sources in eLibrary and SIRS. |  |

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| I see that you've found several strong resources about the military! Consider the questions and opinions you have about militarization. How involved should the military be in policing American citizens? When should local/state/federal governments call for the help of the National Guard, Army, other branches? Should city or state police use the same weapons or protective gear as our armed forces overseas? Use tanks in our neighborhoods? What level of presence or involvement should our military have in other countries? How does this help or hurt American diplomacy?   If any of these questions within the topic of militarization are interesting to you, try to find electronic sources about that specific issue. |  |

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| Have you considered how you'd like to narrow your topic for research? You might consider: stereotypes in media, stereotypes in the workplace, or stereotypes in advertising. Are you interested in exploring particular types of stereotypes, such as gender stereotypes? racial, ethnic, geographical, or socioeconomic stereotypes? |  |

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| Good work creating a project in your Noodle Tools account! Were you able to find a book about irregular sentencing? You might try using a key word search in the catalogue, such as: discrimination in courts, demographics of prison population, gender/racial/geographic/socioeconomic bias in legal system, or some other combination of those terms. |  |

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| Nice work creating the project in your Noodle Tools account and framing your question! Were you able to find a book about equal pay for women? If you're struggling with this tomorrow (Tues.) get my attention, k. |  |

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| Have you considered investigating the impacts of, or ideas about the death penalty in other countries? How have people ideas about the death penalty changed over time in the US? How does an understanding of the potential for racial/gender/socioeconomic bias in courts inform societies' opinion of this punishment? |  |

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| Good work creating a project in your Noodle Tools account! Were you able to find a book about stereotyping? Let me know if you need help finding a book, k. You might try using a key word search in the catalogue of: stereotypes in media, stereotypes in the workplace, or stereotypes in advertising.  Are you interested in exploring particular types of stereotypes, such as gender stereotypes? racial, ethnic, geographical, or socioeconomic stereotypes? |  |

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| Consider: Is the existence of the 1% an inevitability of capitalism? Should the 1% be forced to share wealth or otherwise take responsibility for the greater good? How has the 1% become established? Is there any benefit to our nation to maintain this status quo? ("status quo" means 'the way things are') |  |

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| Nice job creating an account and a project today! Were you able to find a book about immigration? Let me know if you need help creating a citation for a book in class Tuesday. |  |

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| Your research question is coming along nicely! I like how you've clarified that you're looking into the effects in different countries. Have you considered comparing the impact of capitalism in some developing nations or post-communist/socialist countries, to western super powers like the US? |  |

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| Comments related to Sources: |
| Remember to build 2 note cards from your book! | |  |

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| Sorry, I've looked at the book, Power Shift, more closely and I was wrong to say that it's fiction. I'd been referring to an erroneous detail about the book that I found in a Google search. You'll find that I've placed a bookmark in two sections of Power Shift which I think may be useful for your notes. If you're still struggling to find info in this book tomorrow, please ask for help. |  |

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| Looks good so far! Remember to make at least 2 note cards for every source. One more notecard here for your book and then you'll be ready to begin researching electronic resources in eLibrary and SIRS. Your notes might include: statistics about the number of people impacted by gender-identity policies/laws, an anecdote (interesting story) about a person who has a relevant experience, or facts about the history of gay rights. |  |

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| Excellent work! Looks like you're ready to begin searching for electronic sources in eLibrary and SIRS. Consider: What policies (in policing or on college campuses) shift blame from the assailant to the victim? How is victim-blaming apparent in the media? Are victims afraid to press charges because they'll be judged unfairly? Will people ask the victim what they were wearing, if they were alone, why they were out "late", or in "that area"? Does culture treat assault as a "phase" that young people will grow out of? What policies/laws/approaches work to stop rape culture from perpetuating? |  |

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| Good work! After you've made note cards for your second book, you'll be ready to begin searching for electronic sources in SIRS and eLibrary. |  |

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| Your note cards are looking good. After you complete the second note card for your book, you'll be on track to begin researching electronic sources in eLibrary and SIRS Knowledge Source. |  |

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| Good work! You're on track to create 2 note cards about your book and then begin searching electronic sources in eLibrary and SIRS Knowledge Source. |  |

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| Good! Looks like you're ready to make one more note card about this book, then begin searching for electronic sources in eLibrary and SIRS Knowledge Source. |  |

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| Looks like you've already found some electronic sources, too. You'll need to build 2 note cards for each source next. Include quotes from the text and your own ideas about the info is important to your topic. |  |

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| Nice work! You're on track to find 2 new electronic sources for your research in eLibrary and SIRS on Wed. |  |

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| The "right to work" refers to the rights of employees NOT to join a labor union. It's called the "right to work" because people who are members of a union MUST strike when the union calls for a strike, but many workers may wish that they could continue working (and collecting a paycheck) while the union is requiring all members to strike. Unions are designed to help workers by protecting their rights and forcing the employer to make changes that the workers want or need. Should employees be required to join a union? Why or why not? Should employers be able to refuse unions? Should the federal or state government be able to control the actions of unions or employers? Some states now have laws that protect workers' right not to join a labor union, called "right to work." |  |

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| This book, Power Shift, is fiction. You need to search the library catalogue for a non-fiction book about poverty or wealth in America. One negative aspect of capitalism is that it creates a huge disparity between the wealth of the richest and poorest people. |  |

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| Excellent work building note cards from your book! You might consider entering some direct quotes into your note cards, too, so that they will be on-hand to put into your paper later. Looks like you're ready to begin finding electronic texts in SIRS Knowledge Source & eLibrary. Have you found any evidence about perspectives of people who feel that unions place a heavy burden on companies or manufacturers? Have you thought about whether you are for or against unions? Who do they benefit more, employees or businesses? |  |

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| Good job building note cards that use your book to explain what police do to enforce the law. You will be using this research to defend your position about police policies. Consider: how does/doesn't bias in the mind of a police officer effect their work? Are police policies written to protect all citizens equally? if so, why/where is/isn't this happening? What specific police policies allow or don't allow bullying or bias to impact enforcement? Are some cities' police departments' policies more susceptible to the effect of individual bias? |  |

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| Good work! You're on track to create your second note card for this source on Tues. |  |

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| Great work finding two books that are relevant to your research! Are your citations complete? I think they might both be missing information, such as the year of publication. You're on track to create 2 note cards for each book in class on Tues. |  |

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| Excellent work finding these two resources today! You're on track to creating 2 note cards for each of these books in class on Tues. |  |

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| Excellent! You're on track to make 2 note cards about this source on Tues. |  |

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| Good work finding a book for your research! I think your citation is incomplete (missing at least, the publisher and year). You're on track to create 2 note cards on Tues. |  |

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| Great work! You're on track to make 2 note cards for this source on Tues. |  |

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| Good work! You're on track to create your second notecard for this source Tues. |  |

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| Good work finding a book for your research! After you revise your citation (include: publisher, year) you're on track to create 2 note cards on Tues. |  |

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| Is your citation missing information? |  |

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| Good work! You're on track to create 2 note cards about your book on Tues. |  |

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| Good work! |  |

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| Nice work! Your note cards include interesting and relevant quotes from the text. Consider paraphrasing each quote so that you'll be able to include the info easily later. Also, what do you think about the quotes? Are they fair/true/superficial/one-sided, (et cetera)? |  |

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| Nice! You're on track to create 2 note cards about this book on Tues. |  |

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| I think your citation is missing some critical information about the book. |  |

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| Great! You're on track to make 2 note cards about this source on Tues. |  |

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| Nice work! You're on track to make 2 note cards for this source on Tues. |  |

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| Good work finding a book for your source today! I noticed that you've chosen the citation style "starter" instead of "junior," so let's try to change that tomorrow (Tues.) You're on track to make 2 note cards for this source on Tues. |  |

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| Good work! You're on track to create another note card about your book (2 cards per source) Tues. Your first note card could be filled in with your ideas about how to use the info or a summary of the quote. |  |

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| Good! Looks like you're ready to make 2 note cards about this book Tues. |  |

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| Looks good! You're on track to create 2 note cards for this book on Tues. |  |

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| Nice work! |

Comments about Notecards in Noodle Tools:

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| Good! Make another note card with information from this book and then begin searching for electronic sources in eLibrary and SIRS. Ask one of us if you need help building note cards from your book. |  |

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| Are interested in researching if branding in sports is gender-driven? If so, you might look at gender bias in funding for US Olympic athletes, as well. Also, do products endorsed by male or female athletes bring in more/less money? |  |

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| Good work finding a book that will help you describe the history behind the Black Lives Matter Movement! Write a note in your first note card about what this quote means to you. I think that the quote you've selected is interesting and relevant to your research because it's describing how the earlier civil rights protest strategies (sit-ins & marches) were effective in changing segregation and voter registration.   Consider: Are these strategies still effective in bringing change today? Why have some people at BLM events turning to violence and rioting, even though prominent BLM activists are urging people to continue to protest peacefully? The BLM movement is trying to change the way police respond to black citizens, because TOO often our black citizens are treated as criminals by the police, even when they called for help. What type of protest strategies will work help effect change now? How can BLM activists bring attention to their messages and force change in policies? Would the powerful words of civil rights activists like MLK be as effective today as they were in the 60's? Would violent protests and acts of domestic terrorism, like those used by the Black Panthers, help or harm the mission of BLM? What do you think BLM could do cause change?  Create a second note card for info on a different this book. On Wed. you'll be ready to start finding electronic sources in eLibrary and SIRS! |  |

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| Consider paraphrasing the quote, so that the info is easily included in your outline and draft later. Also, do you agree with the info? Is it contentious/surprising/interesting/questionable? |