

Online Collaboration Activity

Grade Level: 8-12

Subject: Computer Applications

Prepared By: \_\_\_\_\_

<p><b>Overview &amp; Purpose</b></p> <p>Group Activity to create a research paper using online collaboration tools.</p>	<p><b>Education Standards Addressed</b></p> <p>MONTANA            Tech Content Standard 1.1 – 1.5            Tech Content Standard 2.1 – 2.4            Tech Content Standard 3.5            Tech Content Standard 4.1 – 4.3</p>
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	Teacher Guide	Student Guide	
<p><b>Objectives</b></p>	<p>Use Online Collaboration Tools to Create a Research Paper within a group of students.</p>	<p>Use Online Collaboration Tools to Create a Research Paper within a group of students.</p>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>• Computer Lab Time</li> <li>• Research Topic</li> <li>• Availability to Online Collaboration Tools</li> </ul>
<p><b>Information</b></p>	<p>Teacher Must</p> <ul style="list-style-type: none"> <li>• Demonstrate Multiple Online Collaboration</li> <li>• Tools available to students. Example could include, but not limited to: Drop Box, Gaggle, Email, MS-Words Track Changes Tool</li> </ul>		
<p><b>Verification</b> (Steps to check for student understanding)</p>	<p>Rubric Attached</p>	<p>Rubric Attached</p>	<p><b>Other Resources</b> (e.g. Web, books, etc.)</p>
<p><b>Activity</b> (Describe the independent activity to reinforce this lesson)</p>	<p>Teacher will assign groups of 3-4 students preferably students that are not in the same class hour.</p> <p>After assigning a topic to each group, explain that the students are located in multiple cities and must find a way to complete the research project without being in the same room or row in the classroom.</p>	<p>Using online collaboration tools create a research paper within your group.</p> <p>It is recommended that the students create job titles and a list of responsibilities that each group member will complete.</p> <p>Make sure to fill out the student evaluation at the end of the project.</p>	

# Research Paper Rubric

	50	35	20	5
<b>Content and Focus</b>	<ul style="list-style-type: none"> <li>▪ Exceptionally clear, focused, interesting thesis.</li> <li>▪ Strong, rich supporting details and examples</li> <li>▪ A meaningful conclusion explaining the topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear &amp; maintains a consistent focus from beginning to end.</li> <li>▪ Specific supporting details are present.</li> <li>▪ A clear conclusion as to why the topic is important.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Contains inconsistent focus.</li> <li>▪ Generalized supporting details</li> <li>▪ Lacks Conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lacks clarity and focus.</li> <li>▪ Inadequate or missing supporting details.</li> <li>▪ Missing a summarizing conclusion</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>▪ Strong introduction and conclusion.</li> <li>▪ Consistent and coherent logical progression.</li> <li>▪ Uses clear and skillful transitions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear introduction and Conclusion.</li> <li>▪ Illustrates some consistency and Shows some logical progression.</li> <li>▪ Uses clear transitions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction and conclusion is present but not clear</li> <li>▪ Show some attempt of Consistency and order. Paper shows attempt of transitions between Paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unable to clearly identify Introduction and conclusion.</li> <li>▪ Lack of consistency and order.</li> <li>▪ Paper shows little or no attempt of transitions between paragraphs.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>▪ Written in formal language (avoids slang completely).</li> <li>▪ Elaborate and colorful language.</li> <li>▪ Consistently strong and varied sentence structure.</li> <li>▪ Direct quotes support student's ideas.</li> <li>▪ Paper written in student's own words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Majority of paper written in formal language.</li> <li>▪ Language appropriate to topic.</li> <li>▪ Words convey intended Message.</li> <li>▪ Direct quotes support student's ideas.</li> <li>▪ Majority of paper written in student's own words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some use of formal language recognized; informal language is dominant.</li> <li>▪ Most language is appropriate to topic.</li> <li>▪ Able to get vague idea of message.</li> <li>▪ Some parts of paper written in student's own words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Paper frequently uses informal language.</li> <li>▪ Language is not appropriate to topic.</li> <li>▪ Message is unclear.</li> <li>▪ Majority of paper is plagiarized.</li> </ul>
<b>Sources/Format</b>	<p>Follows MLA guidelines:</p> <ul style="list-style-type: none"> <li>▪ Uses 5 or more cited sources.</li> <li>▪ Sources meet the guidelines for types of sources.</li> <li>▪ All parenthetical documentation is MLA correct (author's name, pg. #).</li> <li>▪ Works Cited page is MLA correct.</li> <li>▪ All researched info is documented.</li> </ul>	<p>Follows MLA Guidelines with few exceptions:</p> <ul style="list-style-type: none"> <li>▪ 3-4 cited sources used.</li> <li>▪ Sources meet the guidelines for types of sources.</li> <li>▪ Few errors noted in parenthetical documentation</li> <li>▪ Majority of Works Cited page is MLA correct.</li> <li>▪ Most research info is Documented.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistent use of MLA style guidelines.</li> <li>▪ Less than 3 cited sources used.</li> <li>▪ Majority of parenthetical documentation done incorrectly.</li> <li>▪ Random MLA documentation.</li> <li>▪ Rarely documents sources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fails to follow MLA style Guidelines.</li> <li>▪ Less than 3 cited sources used little or no parenthetical Documentation.</li> <li>▪ Works Cited page is not Understandable.</li> </ul>
<b>Conventions</b>	<p>Superior editing. Rarely makes errors in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Spelling and mechanics.</li> <li>▪ Correct usage and grammar.</li> </ul>	<p>Careful editing. Makes few errors in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Spelling and mechanics</li> <li>▪ Correct usage and grammar</li> </ul>	<p>Some evidence of editing:</p> <ul style="list-style-type: none"> <li>▪ Extensive spelling and Grammatical errors.</li> </ul>	<p>Poor editing:</p> <ul style="list-style-type: none"> <li>▪ Spelling and grammatical errors make it difficult to read paper.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>▪ Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</li> <li>▪ Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</li> <li>▪ Went above and beyond!</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination</li> <li>▪ Provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required and nothing extra.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses time poorly throughout the project, procrastinated on work. Group adjusted deadlines or work responsibilities because of this person's</li> <li>▪ Often forgets needed materials or is rarely ready to get to work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Flat out - Didn't work!</li> </ul>

**TOPIC:**

	<b>Student's Estimated Grade</b>	<b>Mr. Anderson's Grade</b>
<b>Content and Focus</b>		
<b>Organization</b>		
<b>Style</b>		
<b>Sources/Format</b>		
<b>Conventions</b>		
<b>Collaboration</b>		

<b>Group Member:</b>				
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