Online Collaboration Activity

<table>
<thead>
<tr>
<th>Grade Level: 8-12</th>
<th>Subject: Computer Applications</th>
<th>Prepared By:</th>
</tr>
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</table>

**Overview & Purpose**
Group Activity to create a research paper using online collaboration tools.

<table>
<thead>
<tr>
<th><strong>Education Standards Addressed</strong></th>
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<tbody>
<tr>
<td>MONTANA</td>
</tr>
<tr>
<td>Tech Content Standard 1.1 – 1.5</td>
</tr>
<tr>
<td>Tech Content Standard 2.1 – 2.4</td>
</tr>
<tr>
<td>Tech Content Standard 3.5</td>
</tr>
<tr>
<td>Tech Content Standard 4.1 – 4.3</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>Teacher Guide</strong></th>
<th><strong>Student Guide</strong></th>
<th><strong>Materials Needed</strong></th>
<th><strong>Other Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Use Online Collaboration Tools to Create a Research Paper within a group of students.</td>
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<td>- Computer Lab Time</td>
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<td></td>
<td></td>
<td></td>
<td>- Research Topic</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Availability to Online Collaboration Tools</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>Teacher Must</td>
<td>Rubric Attached</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrate Multiple Online Collaboration</td>
<td></td>
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<td></td>
<td>• Tools available to students. Example could include, but not limited to: Drop Box, Gaggle, Email, MS-Words Track Changes Tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verification</strong></td>
<td>Rubric Attached</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Steps to check for student understanding)</td>
<td></td>
<td></td>
<td>(e.g. Web, books, etc.)</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td>Teacher will assign groups of 3-4 students preferably students that are not in the same class hour.</td>
<td>Using online collaboration tools create a research paper within your group.</td>
<td></td>
</tr>
<tr>
<td>(Describe the independent activity to reinforce this lesson)</td>
<td>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.</td>
<td>It is recommended that the students create job titles and a list of responsibilities that each group member will complete.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make sure to fill out the student evaluation at the end of the project.</td>
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<td></td>
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<tr>
<td>Research Paper Rubric</td>
<td></td>
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<tr>
<td><strong>Content and Focus</strong></td>
<td>50</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>▪ Exceptionally clear, focused, interesting thesis.</td>
<td>▪ Clear &amp; maintains a consistent focus from beginning to end.</td>
<td>▪ Contains inconsistent focus.</td>
<td>▪ Lacks clarity and focus.</td>
</tr>
<tr>
<td>▪ Strong, rich supporting details and examples</td>
<td>▪ Specific supporting details are present.</td>
<td>▪ Generalized supporting details</td>
<td>▪ Inadequate or missing supporting details.</td>
</tr>
<tr>
<td>▪ A meaningful conclusion explaining the topic</td>
<td>▪ A clear conclusion as to why the topic is important.</td>
<td>▪ Lacks Conclusion.</td>
<td>▪ Missing a summarizing conclusion</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>50</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>▪ Strong introduction and conclusion.</td>
<td>▪ Clear introduction and Conclusion.</td>
<td>▪ Introduction and conclusion is present but not clear</td>
<td>▪ Unable to clearly identify Introduction and conclusion.</td>
</tr>
<tr>
<td>▪ Consistent and coherent logical progression.</td>
<td>▪ Illustrates some consistency and Shows some logical progression.</td>
<td>▪ Show some attempt of Consistency and order.</td>
<td>▪ Lack of consistency and order.</td>
</tr>
<tr>
<td>▪ Uses clear and skillful transitions.</td>
<td>▪ Uses clear transitions.</td>
<td>▪ Paper shows attempt of transitions between Paragraphs.</td>
<td>▪ Paper shows little or no attempt of transitions between paragraphs.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>50</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>▪ Written in formal language (avoids slang completely).</td>
<td>▪ Majority of paper written in formal language.</td>
<td>▪ Some use of formal language recognized; informal language is dominant.</td>
<td>▪ Paper frequently uses informal language.</td>
</tr>
<tr>
<td>▪ Elaborate and colorful language.</td>
<td>▪ Language appropriate to topic.</td>
<td>▪ Most language is appropriate to topic.</td>
<td>▪ Language is not appropriate to topic.</td>
</tr>
<tr>
<td>▪ Consistently strong and varied sentence structure.</td>
<td>▪ Words convey intended Message.</td>
<td>▪ Able to get vague idea of message.</td>
<td>▪ Message is unclear.</td>
</tr>
<tr>
<td>▪ Direct quotes support student’s ideas.</td>
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<td>▪ Some parts of paper written in student’s own words.</td>
<td>▪ Majority of paper is plagiarized.</td>
</tr>
<tr>
<td>▪ Paper written in student’s own words.</td>
<td>▪ Majority of paper written in student’s own words.</td>
<td>▪ A clear conclusion as to what is required and nothing extra.</td>
<td></td>
</tr>
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<td><strong>Sources/Format</strong></td>
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<td>35</td>
<td>20</td>
</tr>
<tr>
<td>▪ Uses 5 or more cited sources.</td>
<td>▪ 3-4 cited sources used.</td>
<td>▪ Less than 3 cited sources used.</td>
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</tr>
<tr>
<td>▪ Sources meet the guidelines for types of sources.</td>
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<td>▪ Majority of parenthetical documentation done incorrectly.</td>
<td>▪ Majority of parenthetical documentation used little or no parenthetical Documentation.</td>
</tr>
<tr>
<td>▪ All parenthetical documentation is MLA correct (author’s name, pg. #).</td>
<td>▪ Few errors noted in parenthetical documentation</td>
<td>▪ Random MLA documentation.</td>
<td>▪ Works Cited page is not Documented.</td>
</tr>
<tr>
<td>▪ Works Cited page is MLA correct.</td>
<td>▪ Majority of Works Cited page is MLA correct.</td>
<td>▪ Rarely documents sources.</td>
<td></td>
</tr>
<tr>
<td>▪ All researched info is documented.</td>
<td>▪ Most research info is Documented.</td>
<td>▪ Fails to follow MLA style Guidelines.</td>
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<td><strong>Conventions</strong></td>
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<td>▪ Superior editing. Rarely makes errors in the following areas:</td>
<td>▪ Careful editing. Makes few errors in the following areas:</td>
<td>▪ Some evidence of editing:</td>
<td>▪ Poor editing:</td>
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<tr>
<td>▪ Spelling and mechanics.</td>
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<td>▪ Extensive spelling and Grammatical errors.</td>
<td>▪ Spelling and grammatical errors make it difficult to read paper.</td>
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<td>▪ Correct usage and grammar.</td>
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<td>▪ Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
<td>▪ 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.</td>
<td>▪ Uses time poorly throughout the project, procrastinated on work. Group adjusted deadlines or work responsibilities because of this person’s procrastination.</td>
<td>▪ Flat out - Didn’t work!</td>
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<td>▪ Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
<td>▪ Provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required and nothing extra.</td>
<td>▪ Often forgets needed materials or is rarely ready to get to work.</td>
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<td>▪ Went above and beyond!</td>
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<td>TOPIC:</td>
<td>Student’s Estimated Grade</td>
<td>Mr. Anderson’s Grade</td>
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