

**CGW4U ISU Stage 3 –  
Gathering and Reviewing Credible Research Sources**

**Stage 3 Due Date:** \_\_\_\_\_

The goal of this phase is to find credible and valid academic research from sources that will support your thesis. This is accomplished by citing secondary sources. The research you discover should help build the credibility of your research report from the perspective of the position you have chosen to take as well as the opposing points of view.

**The Task:**

You are to find EIGHT (8) separate sources of research that are related to your topic. For each source you must fill out the template provided which will organize the credibility of your source as well as organize the major research points.

1. These *sources must come from at least 4 of the following categories:*
  - a. Journal Articles
  - b. Non-Fiction, research based books
  - c. Research Based Periodicals
  - d. Statistical Publications – government based and/or non-government based material
  - e. Audio Visual Sources – documentaries, videos, interviews...
  - f. Reputable Magazine and/or Newspaper Articles
  
2. Your citation for each of the 6 sources must be in *APA format*. Use the following website as a guide for proper sourcing (**do not use easy bib**) <http://owl.english.purdue.edu/owl/resource/560/01/>

## Gathering and Reviewing Credible Research Sources Template

Use the following template for each of your 8 sources.

Name of the Source:	
When was it Published?	Where was it Published?
Who is/are the Author(s)?	What type of source is it? (article, book...):
Why is this a credible source? Explain:	
Source Citation (Proper APA Format):	
5 Research Points - must be either paraphrased or sourced using direct quotations	
Conclusions on how this supports my topic and thesis – be specific:	

<b>Criteria/Levels</b>	<b>50-59% Level 1</b>	<b>60-69% Level 2</b>	<b>70-79% Level 3</b>	<b>80-100% Level 4</b>
	<b>Limited</b>	<b>Some</b>	<b>Considerable</b>	<b>Thorough</b>
<b>Knowledge/Understanding - Content (What you know)</b>	Answers showed limited understanding of facts, terms and concepts	Answers showed some understanding of facts, terms and concepts	Answers showed considerable understanding of facts terms and concepts	Answers showed thorough understanding of facts terms and concepts
<ul style="list-style-type: none"> <li>Gathered at least 8 credible research sources</li> <li>Included at least 5 relevant research facts for each of the sources</li> </ul>				
<b>Thinking and Inquiry – Process (How you know it)</b>	Problem-solving skills were applied with limited effectiveness  Analysis and interpretation was weak	Solving skills were applied with limited effectiveness  Analysis and interpretation was satisfactory	Problem-solving skills were applied with considerable effectiveness  Analysis and interpretation was effective	Problem solving skills were applied with high degree of effectiveness  Analysis and interpretation was strong
<ul style="list-style-type: none"> <li>Research points were related to the topic and thesis</li> <li>Questions related to the validity of the sources were answered thoroughly and properly</li> </ul>				
<b>Communication – Writing/Organization (How you express what you know)</b>	Information has been communicated with limited effectiveness	Information has been communicated with some effectiveness	Information has been considerable effectiveness	Information has been communicated with a great degree of effectiveness
<ul style="list-style-type: none"> <li>Spelling/Grammar</li> <li>Formal Essay Language</li> <li>Completion</li> <li>Works Cited APA Format – source citation</li> </ul>				
<b>Application – Final Product/Making Connections and Conclusions (How you use what you know)</b>	Ability to make conclusions, predictions and connections was limited in effectiveness	Ability to make conclusions, predictions and connections was moderately effective	Ability to make conclusions, predictions and connections was effective	Insightful conclusions, predictions, and/or connections were made
<ul style="list-style-type: none"> <li>Specific conclusion on how the information relates to the argument and thesis of the topic</li> </ul>				