



version1.0

will be updated 1st week of September 2010 based on ambassador training feedback.

Wikipedia Campus Training

Slide: Wikipedia Campus Ambassador Training

Purpose:

- Title slide to open presentation (should be visible when learners enter the room)

Objectives

At the end of this training you will:

- Know how to create your Wikipedia user account.
- Know the different elements of the Wikipedia interface.
- Possess a working understanding of how to use Wikipedia tools for creating and editing articles.
- Understand how to work with the Wikipedia community and come to consensus on decisions.



Slide: Objectives

Purpose:

- Review objectives

Timing: 2 minutes

Facilitation Notes/Talking Points:

Do:

- Review objectives

Background and Getting Started



Slide: Background and Getting Started

Purpose:

- Transition to the next agenda topic.

What Wikipedia “Is” and “Is Not” (Activity)

- Pull a slip of paper from bag
- Read the noun on the paper and put it under the “Is” or the “Is Not” category.
- Explain your rationale for making this decision.
- Take 1 minute to complete your selection and explanation.

Is! Is Not!



Slide: What Wikipedia “Is” and “Is Not” (Activity)

Purpose:

- Engage the class in an activity concerning what Wikipedia “Is” and “Is Not”

Timing: 20 minutes

Facilitation Notes/Talking Points:

Supplementary “Is!” Explanation, if Needed for Clarification:

•**Collaborative:** The term collaborative writing refers to projects where written works are created by multiple people together collaboratively rather than individually. Some projects are overseen by an editor or editorial team, but many grow without any of this top-down oversight.

1.Community: The Wikipedia community has established "a bureaucracy of sorts," including "a clear power structure that gives volunteer administrators the authority to exercise editorial control." Use the word “bureaucracy” carefully, as Wikipedia *is not* a true bureaucracy.

2.General principles: Wikipedia is based on 5 pillars or “general principles”.

3.Verifiable: The threshold for inclusion in Wikipedia is **verifiability, not truth**—whether readers can check that material added to Wikipedia has already been published by a reliable source, not whether editors think it is true. Verifiability is one of Wikipedia's core general principles.

4.Multilingual: 260 languages currently exist

5.Non-profit: Wikipedia is hosted and funded by the Wikimedia Foundation, a non-profit organization which also operates Wikipedia-related projects such as Wiktionary and Wikibooks. The Wikimedia chapters, local associations of users and supporters of the Wikimedia projects, also participate in the promotion, the development, and the funding of the project.

6.Collective: Wikipedia comes from ‘collective intelligence’ and is ‘collectively’ created and maintained by a “collective” of editors.

7.Referenced: Wikipedia is currently the largest and most popular general reference work reference on the Internet.

Supplementary “Is Not!” Explanation, if Needed for Clarification:

•**Democracy:** Wikipedia is not an experiment in democracy or any other political system. Its primary but not exclusive method of determining consensus is through editing and discussion, *not* voting.

1.Social Network: Wikipedia is not a social network like MySpace or Facebook. You may not host your own website, blog, or wiki at Wikipedia.

2.Soapbox: Although some topics, particularly those concerning current affairs and politics, may stir passions and tempt people to "climb soapboxes" (i.e. passionately advocate their pet point of view), Wikipedia is not the medium for this.

3 Image Repository: Wikipedia is not a repository of links, images, or media files. If you are interested in presenting a picture, please

What is Wikipedia?

The fundamental principles by which Wikipedia operates have been summarized by editors in the form of five “pillars”:

- Wikipedia is an encyclopedia.
- Wikipedia has a neutral point of view.
- Wikipedia is free content that anyone can edit and distribute.
- Wikipedians should interact in a respectful and civil manner.
- Wikipedia does not have firm rules besides the five general principles presented here.



Slide: What is Wikipedia?

Purpose:

- State the 5 pillars of Wikipedia.

Timing: 3 minutes

Facilitation Notes/Talking Points:

Say:

- The fundamental principles by which Wikipedia operates have been summarized by editors in the form of five "pillars"
- **Wikipedia is an encyclopedia.** It incorporates elements of general and specialized encyclopedias, almanacs and gazetteers.
- i. Wikipedia has a neutral point of view.** Wikipedia strives for articles that advocate no single point of view. Sometimes this requires representing multiple points of view, presenting each point of view accurately and in context, and not presenting any point of view as "the truth" or "the best view".
- ii. Wikipedia is free content that anyone can edit and distribute.** Since all your contributions are freely licensed to the public, no editor owns any article; all of your contributions can and will be mercilessly edited and redistributed.
- iii. Wikipedians should interact in a respectful and civil manner.** Respect and be polite to your fellow Wikipedians, even when you disagree. Apply Wikipedia etiquette and avoid personal attacks.
- iv. Wikipedia does not have firm rules besides the five general principles presented here.** Be bold in updating articles and do not worry about making mistakes. Your efforts do not need to be perfect; prior versions are saved, so no damage is irreparable.

What Wikipedia 'is not'...

- A paper encyclopedia, a dictionary, a publisher of original thought or an indiscriminate collection of information
- A soapbox, means of promotion, blog, web space provider, social networking, or memorial site
- A repository of links, images, or media files
- A directory, manual, guidebook, textbook, or scientific journal
- A democracy, bureaucracy, battleground, anarchy or your web host
- A crystal ball



Slide: What Wikipedia 'is not'...

Purpose:

- Explain what Wikipedia is not.

Timing: 3 minutes

Facilitation Notes/Talking Points:

Say:

- Wikipedia is an online encyclopedia and, as a means to that end, an online community of people interested in building a high-quality encyclopedia in a spirit of mutual respect. Therefore, there are certain things that Wikipedia is *not*.

1. Wikipedia is not:

- i. A paper encyclopedia, a dictionary, a publisher of original thought or an indiscriminate collection of information
- ii. A soapbox, means of promotion, blog, web space provider, social networking, or memorial site
- iii. A repository of links, images, or media files
- iv. A directory, manual, guidebook, textbook, or scientific journal
- v. A democracy, bureaucracy, battleground, anarchy or your web host
- vi. A crystal ball

Wikipedia



Slide: Background and Getting Started

Purpose:

- Transition to the next agenda topic.

Did you know?

- Wikipedia is one of the top-five visited web sites!



- Wikipedia has 371 million unique visitors per month, comprising 11.7 billion page request a month, which represents 5% of the world population!



Slide: Wikipedia's Reach

Purpose:

- Show breadth of online audience that Wikipedia reaches

Timing: 1 minute

Facilitation Notes/Talking Points:

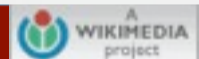
Say:

- Wikipedia is one of the top-five most visited websites in the world.
- It receives 371 million visitors and serves over 11 billion page requests a month.

How Does it Work?

Everything on Wikipedia has been written by people like you.

Hi, my name is **Sara**. I use **Wikipedia** regularly, whenever I need to learn more about a topic. But I've been wondering who writes the articles? Why do the articles change sometimes? I've read that anyone can edit Wikipedia. **Can I do it too? How do I do that?**



Slide: How Does It Work?

Purpose:

- Introduce the concept of 'user accounts' and what they accomplish.
- Explain 'recent changes' and 'watchlists' and the advantage of using these features.

Timing: 5 minutes

Facilitation Notes/Talking Points:

Say:

- Everything on Wikipedia has been written by people like you. These people are termed "Wikipedians".
- Wikipedians constantly create and change so many articles that it would be almost impossible to have a team large enough to review and validate everything. Therefore, Wikipedia relies on individual contributors and collaborative decision making to create quality articles.
- The first step to becoming a contributor is creating a User Account. We will walk through this activity in a few minutes but for right now I just want to point out why creating a User Account is important versus editing anonymously.
 1. When you create an account, all your edits get assigned to your user name.
 2. Your user account provides you an identity that helps you build contacts, become a trusted member of the community, help other contributors, and negotiate roadblocks.
 3. With a user account you get more options to edit - create new pages, upload images, and rename pages.
 4. As your Wikipedia reputation builds, you could earn administrator privileges which are not available for a contributor without a user account.
 5. When you edit without a user account, your edits get assigned to your computer internet protocol (IP) address. The Wikipedia community tends to distrust edits from an IP address, especially if the IP address comes from a school or company network since it assumes conflict of interest in those edits.
 - i. Also, with a user account you enjoy important features such as a **Watchlist**, which allows you to follow articles that interest you.
 1. Wikipedians monitor almost all edits using '**Recent changes**' in the left menu bar. This feature provides an overview of all edits made in a particular language, in chronological order, which facilitates monitoring articles for mistakes and vandalism.

The Collaborative Community and Wikipedian tasks

• How volunteers contribute?

- Writing articles
- Editing existing articles
- Spelling & grammar
- Formatting -- “Wikifying”
- Adding references
- Helping new users
- Creating and adding images/ photographs/illustrations
- Subject matter expertise
- Mediator
- Administration

• How will you contribute?

- Writing articles
- Editing existing articles
- Participate on discussion/talk page
- Article evaluation



Slide: The Collaborative Community and Wikipedian Roles

Purpose:

- Define a typical Wikipedian’s characteristics and role as a volunteer.
- Explain the collaborative community and how it functions.

Timing: 5 minutes

Facilitation Notes/Talking Points:

Say:

- Let’s take a look at the variety of Wikipedian contribute.
- Spelling:** Makes minor edits (for example, spelling & grammar correction) as well as suggesting improvements to articles and grammar usage.
- i.Editing:** Improves the language, adding sections, references, etc
- ii.Formatting:** Formats articles, for example by structuring articles according to the established encyclopedic "look", or links to other articles.
- iii.Adding referencing:** Adds citations, links, and resources to ensure all information is provided.
- iv.Helping new users:** Monitors help request pages and helps new users
- v.Images/photographs/Illustration:** Uploads images or visual aids relevant to the article, such as maps, photographs or films.
- vi.Subject Matter Expert:** Ensures factual accuracy of the articles. This person is knowledgeable about a specific topic and provides data and information that is available only to experts in that subject area.
- vii.Mediator:** Provides guidance on social norms that are conducive to constructive discussion. Moderates discussion on controversial topics to keep focus on neutral point of view and verifiability.
- viii.Administrator:** ...

- 1.Wikipedia is a collaborative community where thousands of contributors edit Wikipedia each day.
- 2.While monitoring huge amounts of content in an attempt to protect Wikipedia, a contributor might mistakenly undo a good edit or edits made by well-meaning newcomers.
- 3.To prevent that from happening to you, it is important that other users trust your edits and one way to assure this is by writing factually accurate information and referencing reliable sources for your edits.
- 4.There are also a couple of tools available to registered users to help build community trust in your edits.
5. **User Page** – where you can write about yourself, your specialist knowledge, the articles you contribute to, and whether or not you have a conflict of interest in a particular topic. For example, it might be hard for you to remain neutral if you edit an article for the organization you work for. However, you could use your proximity to a subject to contribute verifiable sources on your user page. That way, other contributors can review the sources you mention and use them to build encyclopedic content.
6. **My talk or Discussion** – where other contributors can leave messages for you. Many contributors send welcome greeting to new users here. Others might use the space to get to know you or better understand your edits. The Discussion pages for articles are used by Wikipedians to plan collaboration on content, resolve conflicts, discuss edits or recommend articles to each other. Do not be afraid to use the Discussion page to discuss articles and to ask people for help.

Setting Up Your User Account

Create a Wikipedia User Account

Creating your user account on Wikipedia is good way to start building your profile as a contributing wikipedian. When you create an account, all your edits get assigned to your user name. Your user account provides you an identity that helps you build contacts, become a trusted member of the community, help other contributors, and negotiate roadblocks. As a registered user, you enjoy important features such as Watchlist, which allows you to follow articles that interest you. You also get more options to edit - create new pages, upload images, and rename pages. As your reputation builds, you could earn administrator privileges which are not available for an anonymous contributor.

Did you know that you can edit Wikipedia without logging in or even having a user account? When you edit anonymously, your edits get assigned to your computer IP address. The Wikipedia community tends to distrust edits from an IP address especially if the IP address is from a school or company network since it assumes conflict of interest. Such accounts are frequently blocked for vandalism which affects anonymous contributors on the network.

It is easy get a Wikipedia account:

1. Choose your user name
2. Select your password.
3. Click Create account

Try it!

- Create a Wikipedia user account
- Create your watchlist with your favorite Wikipedia articles
- Study how they grow

Look, I have an account on Wikipedia. Now it's more easy to keep track of how the collaboration with the other users is evolving. I wouldn't for example want someone to put in false facts in the articles that I have

A WIKIMEDIA project

Slide: Setting Up Your User Account

Purpose:

•Transition to a new topic.

Timing: 1 minute

Setting Up A User Account (Activity)

1. Log into en.wikipedia.org.
2. Select your language and click on the arrow.
3. Click Log in/create account, located at the top right side of the page.
4. Choose your Username.
5. Select your Password.
6. Click Create account.



Slide: Setting Up Your User Account (Activity)

Purpose:

- Present the steps for creating a User Account for those that have not done it yet.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

- It is easy to create a Wikipedia account and you are not required to provide any personal information.
- Let's walk through the steps together.
- If you haven't created an account yet, this will be your opportunity to learn how.

Instruct:

1. Everyone should log into en.wikipedia.org.
2. Select your language and click on the arrow.
3. Click Log in/create account, located at the top right side of the page.
4. Choose your Username.
5. Select your Password.
6. Click Create account.
7. Are there any questions?

User Interface

Finding your way on Wikipedia

Discussions – Discussion is a place for you and other contributors to discuss article content and ask others for assistance.

Main Page – The main page is divided into a number of sections. Each day, the main page features one article from the millions in Wikipedia.

Recent Changes – The Recent changes page lets you see latest edits made to any article in Wikipedia. Using this page, you can monitor and review the latest contributions, allowing mistakes to be corrected and vandalism to be eliminated.

Help Desk – Use the Help desk to ask questions or refer to frequently asked questions about using Wikipedia.

Wikipedia Languages – Wikipedia is available in hundreds of languages, including English.

Search – Search takes you to the article that matches your query. If the article does not exist, it displays the search results.

View History – View History allows you to view past versions of the page and see who's written what.

Log in/Create Account – Though not mandatory, it is a good idea to create your profile to enjoy all features of Wikipedia site and build your online profile eliminated.

Try it! Click Recent changes to study the log of Wikipedia articles edited today. Notice how the article title, and edits made by contributors are displayed. Observe how contributors explain their edits. Explaining an edit is a good practice!

Who created this article? It is so well-written!

I still haven't figured out where I can find the tools I need to start editing Wikipedia. There's so many things to look at.

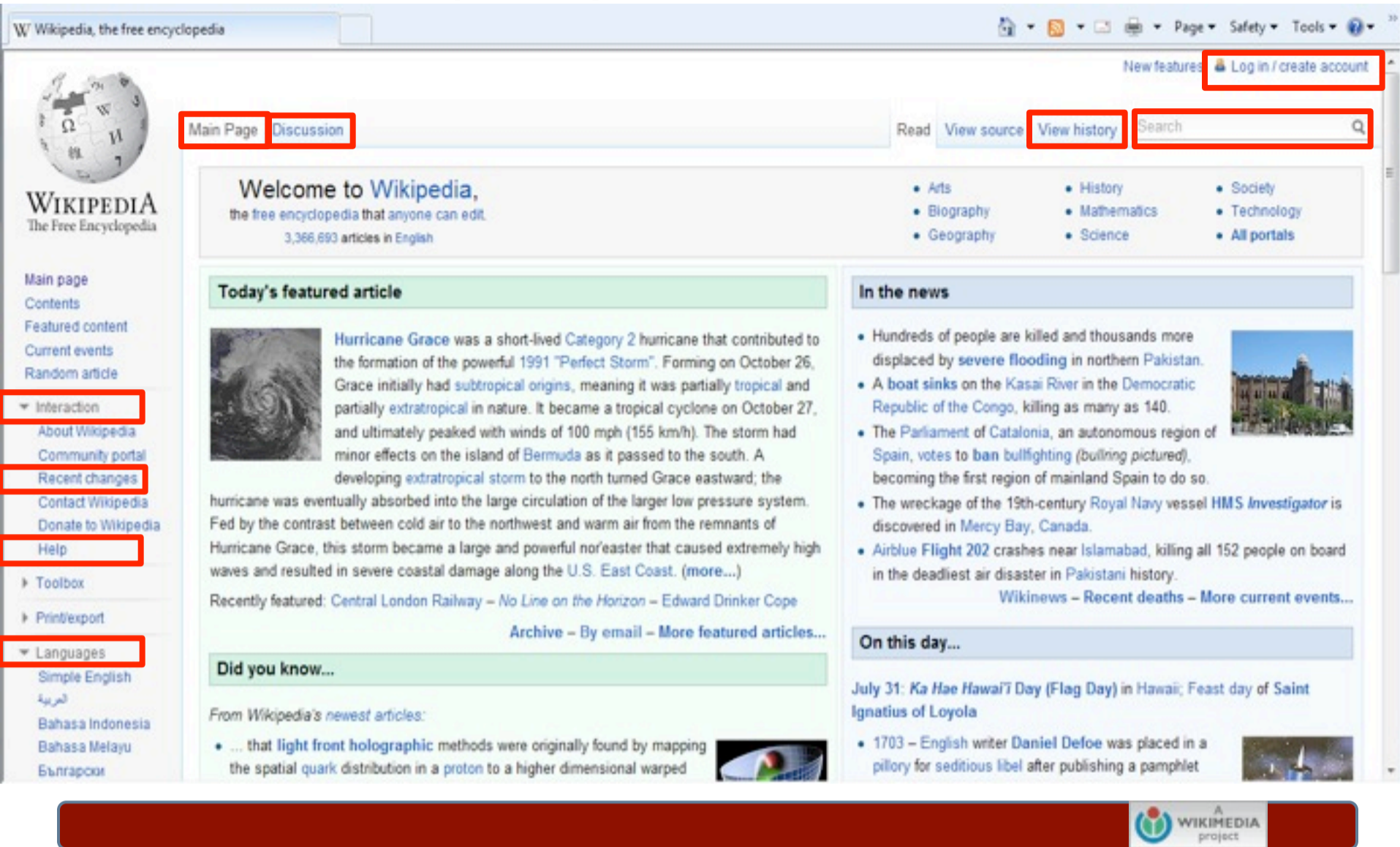
Slide: User Interface

Purpose:

- Transition to a new topic.

Timing: 1 minute

User Interface (cont.)



Slide: User Interface

Purpose:

•Show the different areas and functions of the Wikipedia user interface.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

•Well, the first area that is highlighted here on the interface is the Log/in and Create Account, which we are all familiar with at this point. Make sure you access this area, not only to sign up, but to build your online profile.

[Click mouse]

•The next item to note is that we are on the Main page, which is the default when you enter a Wikipedia topic. The main page is divided into a number of sections and each day the Main page features one article from the millions on Wikipedia.

[Click mouse]

•Next to the Main Page tab is the Discussion tab, which appears on each article and takes you to the Discussion page.

a) Discussion is a place for you and other contributors to plan article structure, discuss and build consensus on article content, and ask for help from one another.

[Click mouse]

4. Also in the top navigation area you have the Search functionality.

b) Search takes you to the article that matches your query. If the article does not exist, it displays the articles in which the word(s) appears.

[Click mouse]

5. Next to Search you find View History, which allows you to view and compare past versions of the page. You can also find out 'who wrote what' concerning the articles on Wikipedia.

[Click mouse]

6. Let's move to the left side navigation where you will find Languages. Remember Wikipedia has been translated into over 260 languages and is still growing!

[Click mouse]

7. Also in the left hand options you'll find Interaction, which contains Recent Changes and Help **[Click mouse]**

c) Recent changes allows you to view edits made to all Wikipedia articles in chronological order. This feature lets you monitor and review the latest contributions to an article, which helps catch mistakes and vandalism. **[Click mouse]**

d) Help provides assistance to learn more about how Wikipedia works by asking questions or referring to FAQs. **[Click mouse]**

•Here you'll find a variety of help topics such as using Wikipedia, your account settings, policies and guidelines, and discussing proposals with the Wikipedia community. It's a good idea to go here and look around to find out what is available to you concerning all things 'Wikipedia'.

•Are there any questions?

We are here to help!

Wikipedia Campus Ambassador

Wikipedia Online Ambassador

WikiProject: United States Public Policy

IRC: #wikipedia-en-ambassadors or #wikipedia-en-help

Mentor: email or talk pages or some sort of IM or whatever the mentor and student prefer

Help page



Slide: User Interface

Purpose:

- Show the different areas and functions of the Wikipedia user interface.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

We are here to help. And we're providing a variety of ways to get the help you need when you need it:

- Help provides assistance to learn more about how Wikipedia works by asking questions or referring to FAQs. *[Click mouse]*
a)Here you'll find a variety of help topics such as using Wikipedia, your account settings, policies and guidelines, and discussing proposals with the Wikipedia community. It's a good idea to go here and look around to find out what is available to you concerning all things 'Wikipedia'.

ADDITIONAL NOTE:

One of the key things we want to do in the project is to make help easily and quickly available. How Wikipedia works can take a lot of effort to learn on your own, and there's often a big gap between when a newcomer would benefit from some help and when he or she is actually willing to go to the trouble of asking for help. So one of the most important things we can do is to bring help before it's asked for... as a group, we're going to be watching out for these new users, heading off problems before they happen rather than waiting for students to blunder into AFD.

The top general purpose place to go for help should be WikiProject US Public Policy. It won't be necessarily the fastest (although a lot of times it very well may be). But the main this is, it'll be the place with the most eyes, and collectively we can bring the most knowledge to bear; problems can be dealt with and questions can be answered in the open, and we can avoid a lot of duplication of effort when students see what other people have already asked and had answered. And in general, we want to encourage students to connect with the good and healthy parts of the Wikipedia community, and to use the wiki whenever it makes sense to do so.

For more interactive and potentially more timely help, IRC is one major place to go: #wikipedia-en-ambassadors, or failing that, #wikipedia-en-help. And we're going to be offering office hours

WikiProject: United States Public Policy



Slide: Article Evaluation

Purpose:

- Transition to the next agenda topic.

The project page

The screenshot shows the Wikipedia project page for "WikiProject United States Public Policy". The page is titled "Wikipedia:WikiProject United States Public Policy" and is part of the "From Wikipedia, the free encyclopedia". The page is organized into several sections:

- Welcome:** A welcome message to the project, explaining its purpose and providing instructions on how to join and contribute.
- Happening right now:** A list of recent events and updates, including the Wikipedia Online Ambassadors program, categorization of public policy articles, and the recruitment of campus ambassadors.
- NEWS:** A section for news items, including a challenge to participate in the first WikiProject U.S. Public Policy Challenge, a new page for the Article Quality Rating Metric, and the launch of a subpage listing project milestones.

The page also features a sidebar with navigation links such as "Main page", "Contents", "Featured content", "Current events", "Random article", "Interaction", "About Wikipedia", "Community portal", "Recent changes", "Contact Wikipedia", "Donate to Wikipedia", "Help", "Toolbox", and "Print/export".

Slide: User Interface

Purpose:

- Transition to a new topic.

Timing: 10 minute

Facilitation Notes/Talking Points:

Say:



Article Selection & Evaluation



Slide: Article Evaluation

Purpose:

- Transition to the next agenda topic.

Article Selection--how to choose an article

Rule of thumb

- Ask your students to choose a term that is well established in the discipline, but only weakly represented on Wikipedia. If there is a lot of literature available on the topic, but only a small amount of that information exists on Wikipedia, that is the best situation to work from.

What to avoid

- trying to improve articles on very broad topics (e.g. *Law*) or articles that are already of high quality on Wikipedia ("featured articles")
- trying to improve articles on topics that are highly controversial, e.g. *Global Warming*, *Abortion*, *Scientology*, etc. (Note: start a sub-article instead)
- working on topics that are only sparsely covered by literature
- starting articles with titles that imply an essay-like approach, e.g. *The Effects That The Recent Sub-Prime Mortgage Crisis has had on the US and Global Economics* instead of *Subprime mortgage crisis*



Slide: Article Selection

Purpose:

- Discuss the features of what makes a good article.
- Discuss how the student can select a good article for this assignment; what they should look for that can be improved.

Timing: 15 minutes

Facilitation Notes/Talking Points:

Say:

- So, now let's look at what makes a good article so you can select an appropriate one for your assignment.
- The three important elements of a good article are Structure, Content and Community.

Do:

- 1.Discuss these elements, what they contain and the importance of them.

Article Selection

What makes a good article?

– Structure

- Lead section
- Body
- Appendices and footnotes

– Content

- Comprehensiveness— *Does the article cover significant aspects of the topic?*
- Sourcing— *Are the sources of high quality relative to what is available?*
- Neutrality— *Is the article written from a neutral point of view?*
- Readability— *Is the article readable and well written?*
- Formatting— *Does the article adhere to the Wikipedia Manual of Style?*
- Illustrations— *Is the article adequately illustrated?*

– Community

- Discussion page offers forum for agreeing on structure and content



Slide: Article Selection

Purpose:

- Discuss the features of what makes a good article.
- Discuss how the student can select a good article for this assignment; what they should look for that can be improved.

Timing: 15 minutes

Facilitation Notes/Talking Points:

Say:

- So, now let's look at what makes a good article so you can select an appropriate one for your assignment.
- The three important elements of a good article are Structure, Content and Community.

Do:

1. Discuss these elements, what they contain and the importance of them.

Article Rating

Rubric

[edit]

This rubric is based Wikipedia's policies and expectations for high-quality articles. It has detailed breakdowns of scores for different aspects of article quality, but it also can translate into the standard Stub/Start/C/B scale and thus feed into the 1.0 assessment system without too much duplicated effort. The language for what is expected for high-quality articles is mostly adapted from the [featured article criteria](#).

Assessment area	Scoring methods	Score
Comprehensiveness	Score based on how fully the article covers significant aspects of the topic.	1-10
Sourcing	Score based on adequacy of inline citations and quality of sources relative to what is available.	0-6
Neutrality	Score based on adherence to the Neutral Point of View policy . Scores decline rapidly with any problems with neutrality.	0-3
Readability	Score based on how readable and well-written the article is.	0-3
Formatting	Score based on quality of the article's layout and basic adherence to the Wikipedia Manual of Style	0-2
Illustrations	Score based on how adequately the article is illustrated, within the constraints of acceptable copyright status.	0-2
Total		1-26

http://en.wikipedia.org/wiki/Wikipedia:WikiProject_United_States_Public_Policy/Quality_rating#Rubric



Slide: Article Selection

Purpose:

- Discuss the features of what makes a good article.
- Discuss how the student can select a good article for this assignment; what they should look for that can be improved.

Link: US Public Policy Rubric — http://en.wikipedia.org/wiki/Wikipedia:WikiProject_United_States_Public_Policy/Quality_rating#Rubric

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

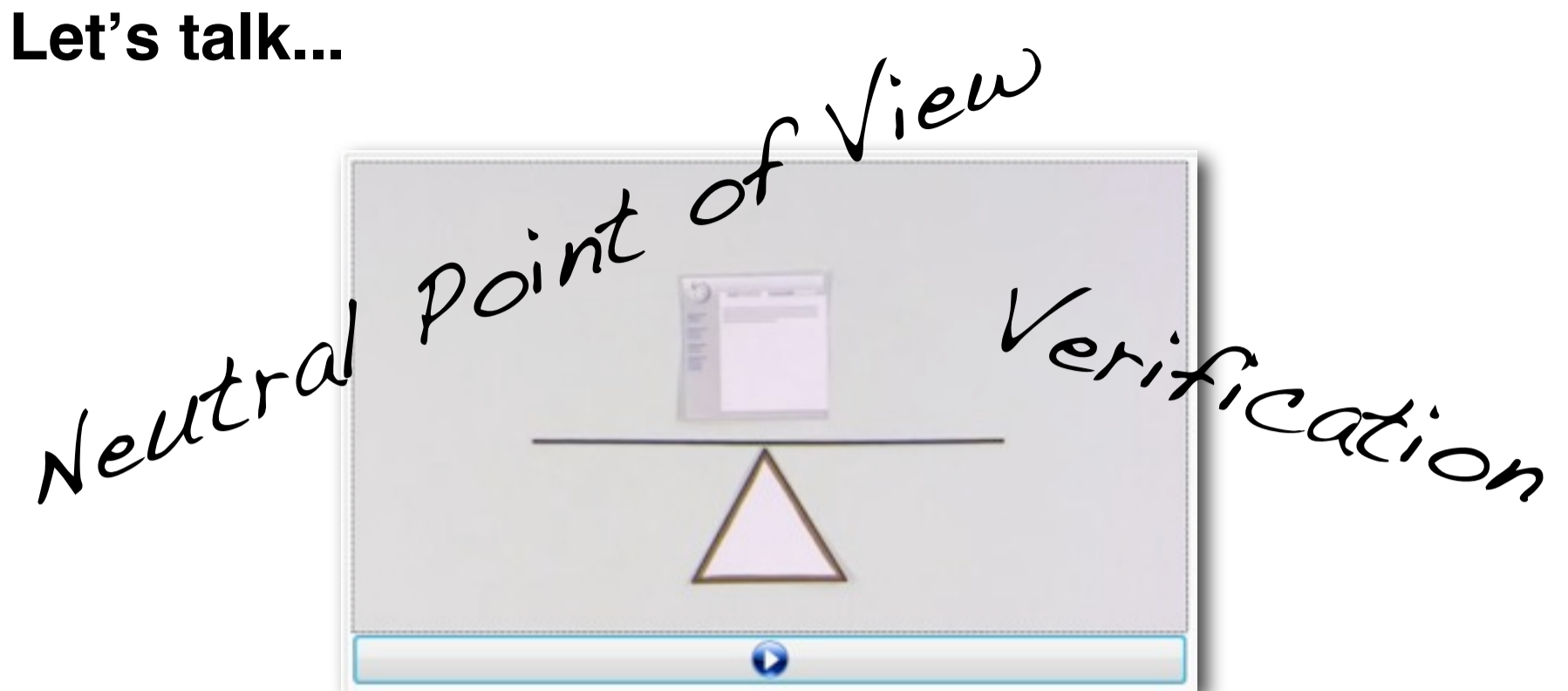
2/3 to 3/4 of all articles on Wikipedia have been rated by the community of contributors. The U.S. Public Policy WikiProject modified the typical rating rubric to create a rubric that is more quantifiable and provides a points weighting structure. The rubric uses the points in each category to establish thresholds that each article must achieve before moving up in article class (i.e., moving from c-class article to a b-class article).

How does the threshold work

Numerical scores can be translated into the different classes on the 1.0 assessment scale. For the lower classes, comprehensiveness and sourcing are the main things that differentiate articles of different classes; things like neutrality, style, layout, and illustrations quickly become important as well for the higher tiers of the assessment scale. GA-class and higher require separate reviews, but high numerical scores can indicate whether an article is a likely candidate for one of these ratings. For everything except GA and FA, the ratings are automatically determined by the banner template if detailed scores are present.

- Stub** - An article with a 1 or 2 in comprehensiveness is Stub-class.
- Start** - An article with a 3 or higher in comprehensiveness that does not qualify for a higher rating is Start-class.
- C** - An article must have at least a score of 4 in comprehensiveness and 2 in sourcing to qualify as C-class.
- B** - An article must have at least a score of 7 in comprehensiveness, 4 in sourcing, 2 in readability, and 2 in neutrality to qualify as B-class.
- GA** - An article with at least 8 in comprehensiveness, 5 in sourcing, 3 in neutrality, 2 in readability, 2 in formatting and 1 in illustrations may be a good candidates to be nominated for Good Article status. (B is the highest rating automatically assigned by a numerical assessment.)
- A** - An article with a 10 in comprehensiveness, 6 in sourcing, 2 in readability, 3 in neutrality, 2 in formatting, and 2 in illustrations may be good candidates for an A-class review.
- FA** - An article with full points in every category may be a good [Featured Article Candidate](#); even then, additional work may be necessary

Let's talk...



<http://www.youtube.com/watch?v=Fa0Nmv9qsd8>



Slide: Neutral Point of View Video

Purpose:

- Discuss what it means to write from a neutral point of view and watch the video.

Video Link:

- <http://www.youtube.com/watch?v=Fa0Nmv9qsd8>

Timing: 10 - 15 minutes

Facilitation Notes/Talking Points:

Say:

- Before we watch a short video, let's talk about Neutral Point of View and Verification.

Discuss:

First let's talk about neutral point of view and why is it important for Wikipedia

1. Who can give us an example of statements that do NOT have a neutral point of view (ask two-three people to provide non-NPOV statements)
2. What are some of the challenges of writing with a NPOV? (e.g., Opinions, biases, differing perspectives, balanced perspective, weighted perspective, etc)

What is Verification?

- What is the difference between Verification and "Truth and Fact"?

1. Would you say Wikipedia is designed around truth, fact, or verification? And why?

(NOTE: Wikipedia recognizes that many topics may have competing points of view in regards to the truth or facts being presented. Verification of credible sources allow multiple sides of a topic to be presented)

Say:

1. Let's watch a quick video on writing for Wikipedia

Creating New Articles

- Get off to a good start with:
 - Summary of the topic
 - Reason why the topic is notable
 - Reference to a credible source about the topic
- Create your own workspace or ‘sandbox’ (instructions on this later)
- Find another Wikipedia editor to help contribute



Slide: Protecting New Articles

Purpose:

- Discuss how to create new articles and protect them from deletion.

Timing: 15 minutes

Facilitation Notes/Talking Points:

Do:

- Review the bullets on the slide within the context of a personal experience.

Note: Only use this slide if students have the choice of creating a new article. If not, it can be ‘hidden’.

Life of an Article

- Begins as “stub”
 - Summary of the topic
 - Statement telling why the topic is important
 - Source outside Wikipedia confirming the existence and importance of the topic (a credible publication or website).
- Matures to a more detailed article that captures various perspectives
 - Historical (for example, "in 1923, new factors...")
 - Global (for example, "in Europe, this was viewed as...")
- Reaches a level where it well-written, sourced and comprehensive.



Slide: Life of an Article

Purpose:

- Show the stages of a Wikipedia article as it evolves.

Timing: 15 minutes

Facilitation Notes/Talking Points:

Do:

- Review and discuss the bullets on the slide.

Article Review (Activity)

1. Divide up into 4 groups.
2. Review the article you have been assigned.
3. Determine elements that make it a 'good' article and elements that make it a 'problematic' article.
4. Share your findings with the class.



Slide: Article Review (Activity)

Purpose:

- Give the learners a chance to review an article and determine if it is a 'good' article (and why) or a 'problematic' article (and why).

Timing: 20 minutes

Facilitation Notes/Talking Points:

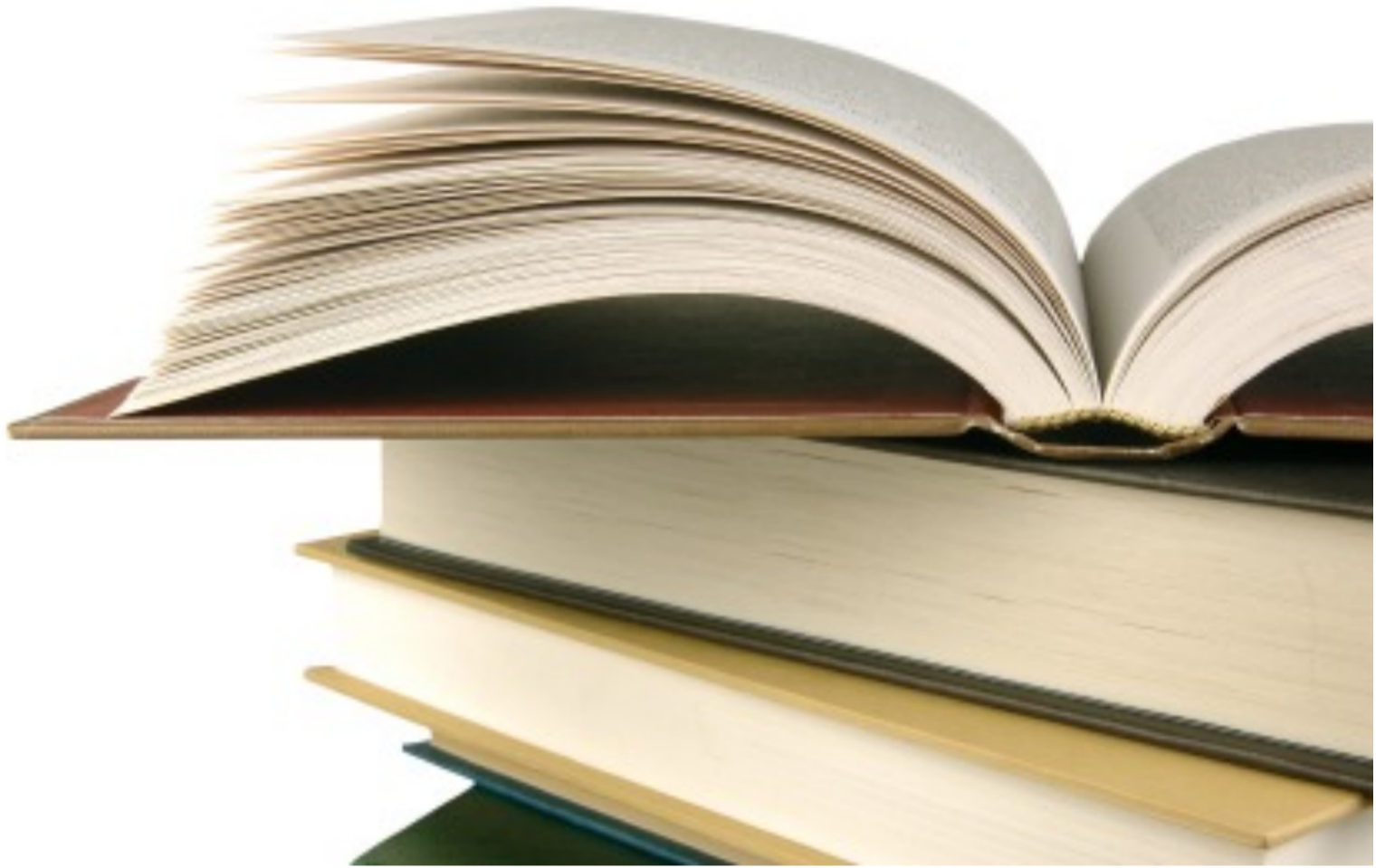
Say:

- Okay, let's take some time here to engage in a group activity and review some articles
- Break into 4 groups and follow the instructions on the slide to see if you can discern between a good article and a problematic one.

Do:

1. Hand out a different article to review for each group.

Notability and Sources



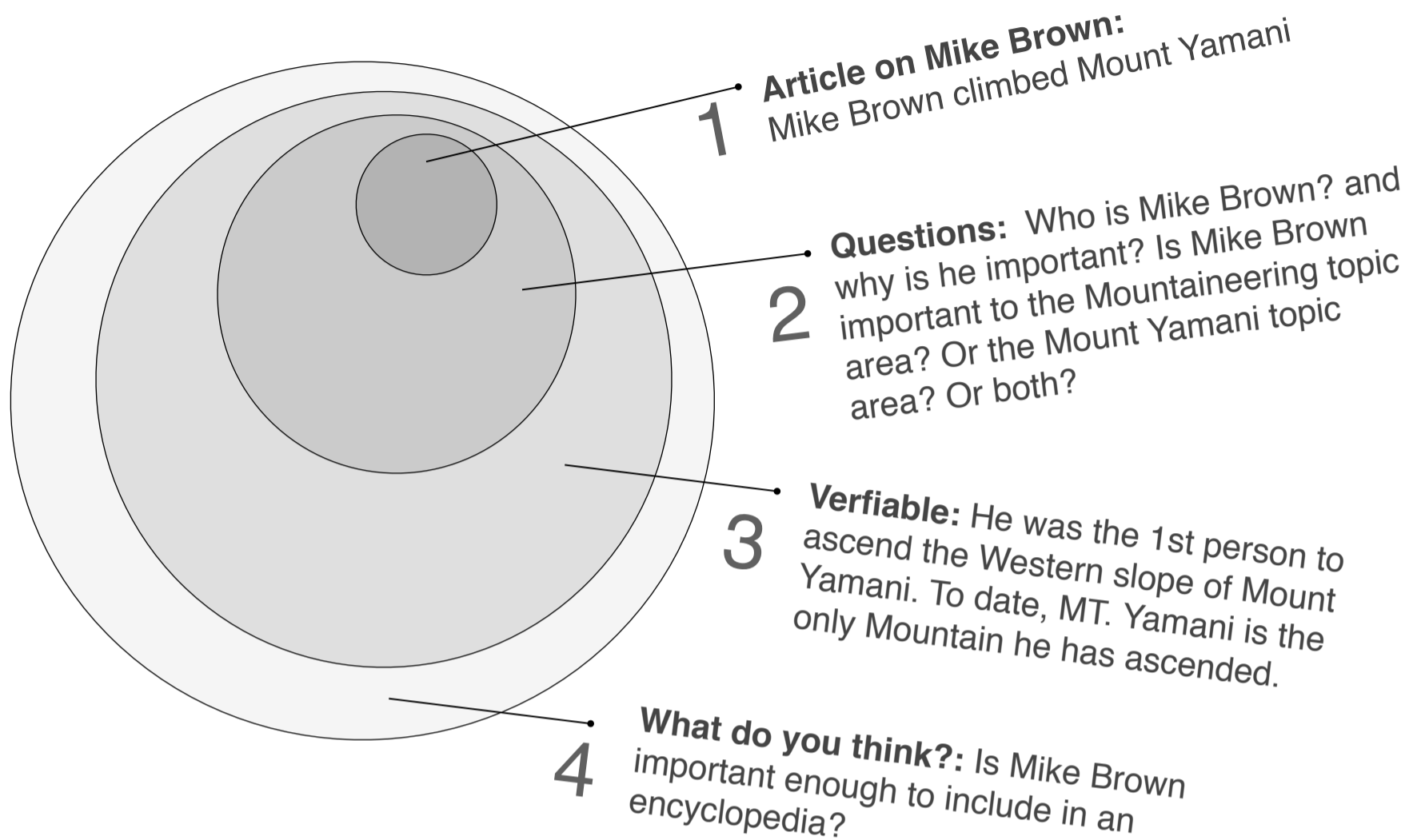
Slide: Article Resources

Purpose:

- Transition to a new topic.

Timing: 1 minute

Notable enough for an encyclopedia?



Slide: Article Resources

Purpose:

•Explain the concept of Notability and how it is applied on Wikipedia.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

Everyday, hundreds of new articles are created. Many of these articles cover topics that are not considered notable enough to be included in an encyclopedia. It's important for them to understand which topics are notable for an encyclopedia and which are not. This avoids frustration when articles get deleted for not being "notable."

•Statement: Mike Brown climbed Mount Yamani.

•Questions:

1. Who is Mike Brown?

2. and why is he important?

3. Is Mike Brown important to the Mountaineering topic area? Or the Mount Yamani topic area? Or both?.

a) Answer:

b) He was the 1st person to ascend the Western slope of Mount Yamani.

c) To date, MT. Yamani is the only Mountain he has ascended.

d) What do you think?: Is Mike Brown important enough to include in an encyclopedia?

Do:

1. Review the Wikipedia guideline for Notability: <http://en.wikipedia.org/wiki/Wikipedia:Notability>.

Notability and Sources (cont.)

- Verifiability – one of the basic rules for creating Wikipedia articles
 - “Mike Brown climbed Mount Everest” – must link to a source that proves this statement.
- Articles must rely on information from published sources, resources known for fact-checking such as:
 - Mainstream press (newspapers and news channels)
 - Published books
 - Magazines (technical and industry standards)
 - Documentaries
 - Scholarly journals



Slide: Article Resources

Purpose:

- Explain what type of resources make good references for Wikipedia articles.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

Let's start that Mike Brown is possibly a notable person.

- One of the basic rules for creating Wikipedia articles is to have reliable sources for verifiability.
- This means that articles must use sources that are known for, and strictly adhere to, fact-checking.

• If you state “Mike Brown climbed Mount Yamani”, you must cite the resource.

1. A link to Mount Everest would not be considered a resource, if it doesn't mention Mike Brown.

2. A link to Mike Brown would not be considered a resource if it doesn't mention Mount Everest.

a) Some sources that come to mind are:

b) Newspapers

c) Books (text and factual)

d) Magazines, but be careful here as all magazines do not adhere to the same standards of fact-checking

e) Scholarly Journals

Do:

f) Engage the learners to suggest other sources that are reliable, including a drill down of the sources you have mentioned

g) Engage the learners in a discussion and ask them to identify sources that would **not** be considered 'good sources' of verifiability.

1. Typically the following are **not** considered reliable sources:

a) YouTube

b) Blogs

c) My Space

d) Fan sites

e) Extreme minority texts

f) Another Wikipedia article

Technical How-to



Slide: Technical How-to

Purpose:

- Transition to the next agenda topic.

Anatomy of an Article

Sandbox

From Wikipedia, the free encyclopedia

The "Article Subject" occurred on 9 May 1921. Lorem ipsum dolor sit amet, consectetur adipiscing elit.^[1]

Contents (hide)

- 1 History
 - 1.1 Lorem ipsum
 - 1.2 Excepteur sint
- 2 Excepteur sint occaecat cupidatat
- 3 See also
- 4 Notes
- 5 References
- 6 External links

History [edit]

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt.^[2]

Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.^[3]

Lorem ipsum [edit]

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.^[4]

Excepteur sint [edit]

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.^[5]

Lorem ipsum dolor sit amet.^[6]

Excepteur sint occaecat cupidatat [edit]

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.^[7]

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.^[8]

See also [edit]

- Lorem ipsum
- Gneking

Notes [edit]

- ^[1] Lee, "Duis aute irure dolor", p. 205.
- ^[2] ^[3] ^[4] Thompson, "Ut enim", pp. 405-414.
- ^[5] Feang, "Lorem ipsum dolor sit amet", Ch. 4.
- ^[6] "Excepteur sint occaecat". National Library Board, Singapore. Retrieved on 2017-05-10.
- ^[7] "Ut enim ad minim veniam". The Straits Times. 10 September 2005.

References [edit]

- Thompson, Peter (2005). Excepteur sint occaecat. United Kingdom: Petrate Books. ISBN 0-7402-8055-4.
- Feang, Choon Han (1997). Duis aute irure. Singapore: Aaxapic Books. ISBN ISBN 95-1-2055-53-1.

External links [edit]

- Lorem ipsum dolor ^[9] (Ut enim ad minim veniam)
- Excepteur sint occaecat ^[10] (Duis aute)

Categories: History of Singapore | British rule in Singapore | 1942 in Japan | 1942 in Singapore

Slide: Anatomy of an Article

Purpose:

- Illustrate the anatomy (parts) that make up a Wikipedia article.

Timing: 1 minute

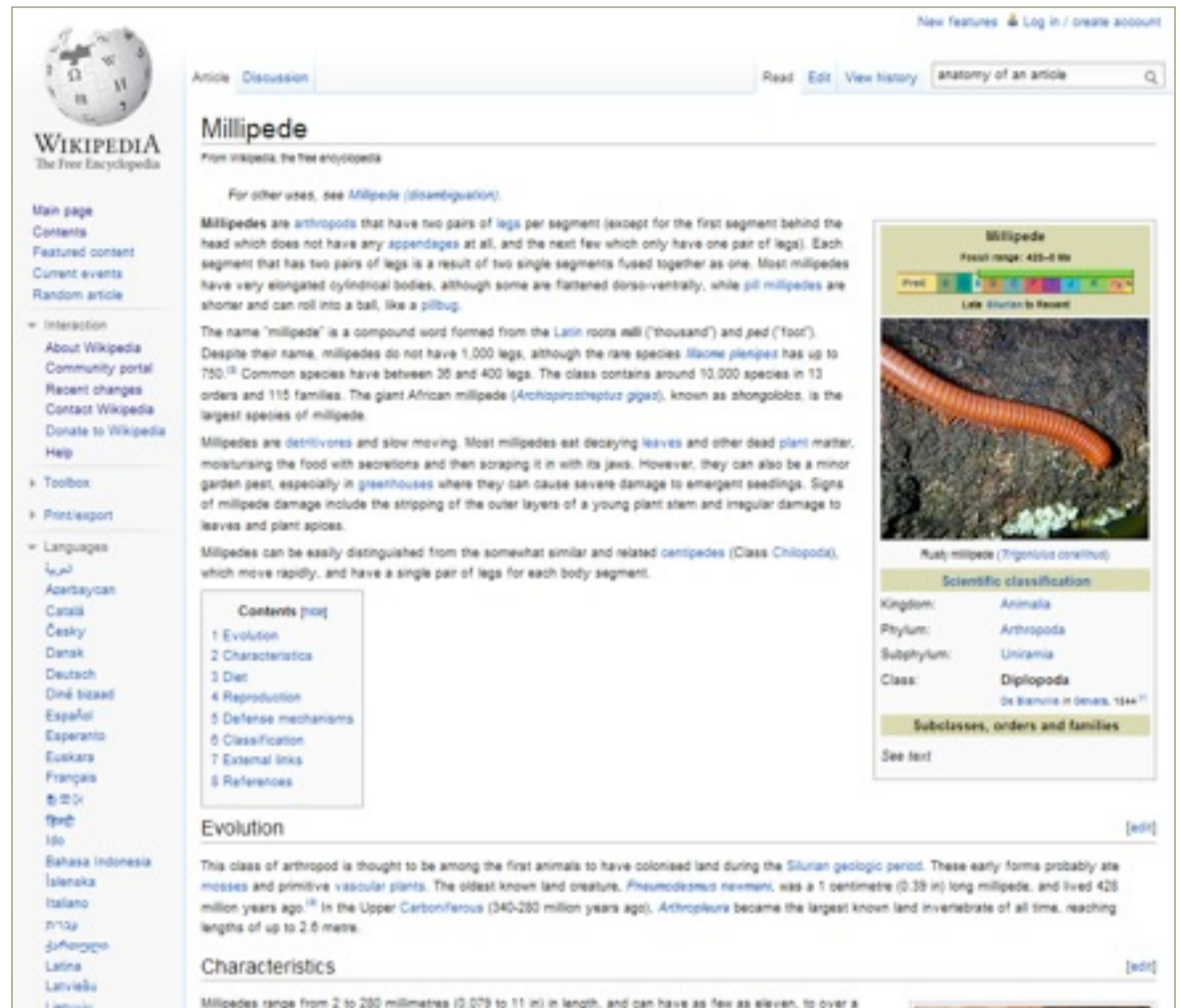
Facilitation Notes/Talking Points:

Say:

- Now we're going to move into the Technical How-to section of the course that will show you the basics of working within an article.

Anatomy of an Article

Lead
Sections
Notes/
References
External
Links
Images



Slide: Anatomy of an Article

Purpose:

•Illustrate the anatomy (parts) that make up a Wikipedia article.

Timing: 1 minute

Facilitation Notes/Talking Points:

Say:

•A Wikipedia article consists of the following parts:

- Lead
- Sections
- External Links
- References
- Images w/captions

a)Let's take a look at each of these parts and how they are constructed *[Click mouse]*

Anatomy of an Article – Lead

The screenshot shows the Wikipedia article for 'Millipede'. The lead section is highlighted with a red box. The lead text reads: 'Millipedes are arthropods that have two pairs of legs per segment (except for the first segment behind the head which does not have any appendages at all, and the next few which only have one pair of legs). Each segment that has two pairs of legs is a result of two single segments fused together as one. Most millipedes have very elongated cylindrical bodies, although some are flattened dorso-ventrally, while pill millipedes are shorter and can roll into a ball, like a pillbug.' The article also includes a paragraph about the name 'millipede' and another about their diet and behavior. A table of contents is visible on the left, and a scientific classification box is on the right.

Lead Section:

Millipedes are arthropods that have two pairs of legs per segment (except for the first segment behind the head which does not have any appendages at all, and the next few which only have one pair of legs). Each segment that has two pairs of legs is a result of two single segments fused together as one. Most millipedes have very elongated cylindrical bodies, although some are flattened dorso-ventrally, while pill millipedes are shorter and can roll into a ball, like a pillbug.

The name "millipede" is a compound word formed from the Latin roots *milli* ("thousand") and *ped* ("foot"). Despite their name, millipedes do not have 1,000 legs, although the rare species *Illacme plenipes* has up to 750.^[2] Common species have between 36 and 400 legs. The class contains around 10,000 species in 13 orders and 115 families. The giant African millipede (*Archispirostreptus gigas*), known as shongololo, is the largest species of millipede.

Millipedes are detritivores and slow moving. Most millipedes eat decaying leaves and other dead plant matter, moisturing the food with secretions and then scraping it in with its jaws. However, they can also be a minor garden pest, especially in greenhouses where they can cause severe damage to emergent seedlings. Signs of millipede damage include the stripping of the outer layers of a young plant stem and irregular damage to leaves and plant apices.

Millipedes can be easily distinguished from the somewhat similar and related centipedes (Class Chilopoda), which move rapidly, and have a single pair of legs for each body segment.

Table of Contents:

- 1 Evolution
- 2 Characteristics
- 3 Diet
- 4 Reproduction
- 5 Defense mechanisms
- 6 Classification
- 7 External links
- 8 References

Scientific classification:

Kingdom: Animalia
Phylum: Arthropoda
Subphylum: Uniramia
Class: Diplopoda
De Blainville in Genais, 1844^[1]

Slide: Anatomy of an Article – Lead

Purpose:

- Present the lead of an article, what it contains, and how it is formatted.

Timing: 2 minutes

Facilitation Notes/Talking Points:

Say:

- The lead section of a Wikipedia article is the section before the table of contents and first heading.
- The lead serves both as an introduction to the article and as a summary of the important aspects of the subject of the article.
- The lead should be able to stand alone as a concise overview of the article by defining the topic, establishing context, explaining why the subject is interesting or notable, and summarizing the most important points—including any notable controversies.
- The lead should contain no more than four paragraphs, should be carefully sourced as appropriate, and should be written in a clear, accessible style to invite a reading of the full article. **[Click mouse]**

Anatomy of an Article – Sections

Evolution [edit] by Barthelemy Denis, 1844

This class of arthropod is thought to be among the first animals to have colonised land during the **Silurian geologic period**. These early forms probably ate **mooses** and **primitive vascular plants**. The oldest known land creature, *Pneumodesmus newmani*, was a 1 centimetre (0.39 in) long millipede, and lived 428 million years ago.^[2] In the **Upper Carboniferous** (340-280 million years ago), *Arthropleura* became the largest known land invertebrate of all time, reaching lengths of up to 2.6 metre.

Subclasses, orders and families
See text

Characteristics [edit]

Millipedes range from 2 to 280 millimetres (0.079 to 11 in) in length, and can have as few as eleven, to over a hundred segments. They are generally black or brown in colour, although there are few brightly coloured species.

The millipede's most obvious feature is its large number of legs. Having very many short legs makes millipedes rather slow, but they are powerful burrowers. With their legs and body length moving in a wavelike pattern, they easily force their way underground head first. They also seem to have some engineering ability, reinforcing the tunnel by rearranging the particles around it. Their bodies have segmented sections which makes them move in a wave-like form.


The head of a millipede is typically rounded above and flattened below and bears large **mandibles**. The body is flattened or cylindrical, with a single **chitinous plate** above, one at each side, and two or three on the underside. In many millipedes, these plates are fused to varying degrees, sometimes forming a single cylindrical ring. The plates are typically hard, being impregnated with calcium salts.^[4]

Unlike **centipedes** and other similar animals, each segment bears two pairs of legs, rather than just one. This is because each is actually formed by the fusion of two embryonic segments, and is therefore properly referred to as a "diplosegment," or double segment. The first few segments behind the head are not fused in this fashion, and the first segment is legless, called a **collum segment** while the second to fourth have one pair each. In some millipedes, the last few segments may also be legless. The final segment bears a **telson**.^[2]

Millipedes breathe through two pairs of **spiracles** on each diplosegment. Each opens into an internal pouch, and connects to a system of **tracheae**. The heart runs the entire length of the body, with an **aorta** stretching into the head. The excretory organs are two pairs of **malpighian tubules**, located near the mid-part of the gut.^[4]

The head contains a pair of sensory organs known as the **Tömövényi organs**. These are found just posterior and lateral to the antennae, and are shaped as small and oval rings at the base of the **antennae**. They are probably used to measure the humidity in the surroundings, and they may have some chemoreceptive abilities too. Millipede eyes consist of a number of simple flat lensed ocelli arranged in a group on the front/side of the head. Many species of millipedes, such as cave-dwelling millipedes, have secondarily lost their eyes.

According to **Guinness World Records** the African giant black millipede *Archispirostreptus gigas* can grow to 38.6 centimetres (15.2 in).^[2]



The North American millipede — head with eyes


Diet [edit]

Most millipedes are herbivorous, and feed on decomposing vegetation or organic matter mixed with soil. A few species are omnivorous or carnivorous, and may prey on small arthropods, such as insects and centipedes, or on **earthworms**. Some species have piercing mouthparts that allow them to feed on plant juices.

The digestive tract is a simple tube with two pairs of **salivary glands** to help digest the food. Many millipedes moisten their food with saliva before eating it.^[4]

Reproduction [edit]

Male millipedes can be differentiated from female millipedes by the presence of one or two pairs of legs modified into gonopods. These modified legs, which are usually on the seventh segment, are used to transfer sperm packets to the female during copulation.^[2] A few species are **parthenogenetic**, having few, if any, males.



Slide: Anatomy of an Article – Sections

Purpose:

- Present the sections of an article, what they contain, and how they are formatted.

Timing: 2 minutes

Facilitation Notes/Talking Points:

Say:

- A page can and should be divided into sections that are introduced with headings.
- For each page with more than three section headings, a table of contents (TOC) is automatically generated.
- Sections usually consist of paragraphs of running prose.
- Bullet points should be minimized in the body of the article, if they are used at all; however, a bulleted list may be useful to break up what would otherwise be a large, grey mass of text, particularly if the topic requires significant effort on the part of readers.
- In the circumstance of short paragraphs and single sentences, it may be preferable to use bullet points.
- Between paragraphs—as between sections—there should be only a single blank line. *[Click mouse]*

Anatomy of an Article – Notes and References

References


[edit]

1. "Diplopoda DeBlainville in Gervais, 1844 (Class)". *SynTax*. Universität Ulm, Ruhr-Universität Bochum. Retrieved 2007-08-15.
2. "Most leggy millipede rediscovered". BBC News. 2006-08-08.
3. "Fossil millipede found to be oldest land creature". CNN (from Reuters). 27 January 2004.
4. James, Robert D. (1982). *Invertebrate Zoology*. Philadelphia, PA: Holt-Saunders International. pp. 818–825. ISBN 0-03-056747-5.
5. "Natural World - Creepy Crawlies - Largest Millipede". Guinness World Records.
6. A. Minelli (2008). "Non-systemic metamorphosis: millipede gonopods as a model system". *Ricerca Italiana*.
7. Murray S. Blum & J. Porter Woodring (1962). "Secretion of benzaldehyde and hydrogen cyanide by the millipede *Pachydesmus crassicutis* (Woodr.)". *Science* **138** (3539): 512–513. doi:10.1126/science.138.3539.512. PMID 17753947.
8. G. Mason, H. Thompson, P. Fergin & R. Anderson (1994). "Spot diagnosis: the burning millipede". *Medical Journal of Australia* **160** (11): 715–726. PMID 8202008.
9. Yasumasa Kawahara, Hisashi Ōmura, Tadamu Tanabe (2002). "2-Nitroethenylbenzenes as natural products in millipede defense secretions". *Naturwissenschaften* **89** (7): 308–10. doi:10.1007/s00114-002-0328-9. PMID 12218801.
10. Paul J. Weldon, Jeffrey R. Aldich, Jerome A. Kun, James E. Oliver, Mustapha Deboun (2003). "Benzoquinones from millipedes deter mosquitoes and elicit self-anointing in capuchin monkeys (*Cebus spp.*)". *Naturwissenschaften* **90** (7): 301–305. doi:10.1007/s00114-003-0427-2. PMID 12883771.
11. Thomas Eisner, Maria Eisner and Mark Detryup (October 1996). "Millipede defense: use of detachable bristles to entangle ants". *Proceedings of the National Academy of Sciences* **93**: 10848–10851. doi:10.1073/pnas.93.20.10848.
12. S. Shepal & I. Frieden (1991). "Mahogany discoloration of the skin due to the defensive secretion of a millipede". *Pediatric Dermatology* **8** (1): 25–27. doi:10.1111/j.1525-1470.1991.tb00834.x. PMID 1862020.
13. A. Radford (1976). "Giant millipede burns in Papua New Guinea". *Papua New Guinea Medical Journal* **18** (3): 138–41. PMID 1055155.
14. A. Radford (1975). "Millipede burns in man". *Tropical and Geographical Medicine* **27** (3): 279–287. PMID 1103300.
15. B. Hudson & G. Parsons (1997). "Giant millipede 'burns' and the eye". *Transactions of the Royal Society of Tropical Medicine and Hygiene* **91** (2): 183–185. doi:10.1016/S0035-9203(97)90217-0. PMID 9196764.
16. "Diplopoda". Integrated Taxonomic Information System.
17. Julián Bueno-Villegas, Petra Sierwald & Jason E. Bond. "Diplopoda". In J. L. Bousquets & J. J. Morrone. *Biodiversidad, taxonomía y biogeografía de artrópodos de México*. pp. 569–599.
18. Rowland M. Shelley. "Millipedes". *American Tarantula Society*.

External links

[edit]

- Data related to Diplopoda at Wikispecies
- Diplopoda Taxonomy Site

 Wikimedia Commons has media related to: **Diplopoda**

Extant arthropod classes by subphylum	
Kingdom Animalia · Subkingdom Eumetazoa · (unranked) Bilateria · (unranked) Protostomia · Superphylum Ecdysozoa	
Chelicerata	Arachnida (Araneae · Scorpiones · Opiliones · Acari · Pseudoscorpionida · Amblypygi · Thelyphorida · Solifugae), Xiphosura, Pycnogonida
Myriapoda	Chilopoda · Diplopoda · Paupoda · Symphyla
Hexapoda	Insecta (Apterygota, Pterygota) · Entognatha
Crustacea	Branchiopoda · Remipedia · Cephalocarida · Maxillopoda (Cirripedia, Copepoda) · Ostracoda · Malacostraca (Decapoda, Amphipoda, Isopoda)

Slide: Anatomy of an Article – Notes and References

Purpose:

- Present the notes and references of an article, what they contain, and how they are formatted.

Timing: 1 minute

Facilitation Notes/Talking Points:

Say:

- These sections present (1) citations that verify the information in the article, and (2) explanatory notes that would be awkward in the body text.
- Some articles divide this type of information into two or more separate sections; others combine it into a single section.
- The title choices of this section, in diminishing order of popularity, are "References", "Notes", "Footnotes", or "Works Cited".
- The title should be plural even if it lists only a single item. *[Click mouse]*

Anatomy of an Article – External Links

References

[edit]

1. "Diplopoda DeBlainville in Gervais, 1844 (Class)". *SynTax*. Universität Ulm, Ruhr-Universität Bochum. Retrieved 2007-08-15.
2. "Most leggy millipede rediscovered". BBC News. 2006-08-08.
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External links

[edit]

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- Diplopoda Taxonomy Site

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Extant arthropod classes by subphylum	
Kingdom Animalia · Subkingdom Eumetazoa · (unranked) Bilateria · (unranked) Protostomia · Superphylum Ecdysozoa	
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Myriapoda	Chilopoda · Diplopoda · Paucipoda · Symphyla
Hexapoda	Insecta (Apterygota, Pterygota) · Entognatha
Crustacea	Branchiopoda · Remipedia · Cephalocarida · Maxillopoda (Cirripedia, Copepoda) · Ostracoda · Malacostraca (Decapoda, Amphipoda, Isopoda)

Slide: Anatomy of an Article – External Links

Purpose:

- Present the external links of an article, what they contain, and how they are formatted.

Timing: 1 minute

Facilitation Notes/Talking Points:


Say:

- The External Links sections is a bulleted list of recommended relevant websites, each accompanied by a short description.
- These hyperlinks normally should not appear in the article's body text, nor should they appear in this section if they already appear in the References or Notes section.
- "External links" should be plural, even if it lists only a single item.
- This section may be substituted by a "Further reading" section. *[Click mouse]*

Anatomy of an Article – Images

The subgroups of millipedes in phylogenetic sequence, from most basal to most advanced, are:

- Basal genus *Eileticus* (fossil)
- Subclass Penicillata Latreille, 1801
 - Order Polyxenida Lucas, 1843
- Subclass Arthropleuridea (tentatively placed here; fossil)
- Subclass Zosterogrammida Wilson, 2005 (fossil)
- Subclass Pentazonia Brandt, 1833
 - Basal genus *Amyntilypes* (fossil)
 - Superorder Limacomorpha
 - Order Glomeridesmida Latreille, 1804
 - Superorder Oniscomorpha
 - Order Glomerida Latreille, 1814
 - Order Sphaerotheriida Brandt, 1833
 - Family Sphaerotheriidae Koch, 1847
 - Family Sphaeropoideae Erdmann, 1913
- Subclass Archipolypoda Souter, 1932
- Subclass Helminthomorpha Pocock, 1927
 - Superorder Pleurojulida Schneider & Wernburg, 1995 (fossil)
 - Superorder Colobognatha (paraphyletic?)
 - Order Polyzoniida Genal, 1944
 - Order Platydesmida Césaire, 1960
 - Order Siphonophorida Hoffman, 1930
 - Superorder "Marocheta"
 - Order Polydesmida Pocock, 1927
 - Superorder Nematophora
 - Basal genus *Hexecontozoma* (fossil)
 - Order Callipodida Bolman, 1993
 - Order Chordeumatida Koch, 1847
 - Order Stemmiulida Pocock, 1994
 - Superorder Diplocheta
 - Order "Xylouloida" Cook, 1986 (fossil)
 - Order Julida Brandt, 1833



Glomeris marginata, a European pill millipede from the Order Glomerida

Hesperis haydeniana, a species from the Order Polydesmida

Narceus americanus, an American species from the Order Spirobolida



Slide: Anatomy of an Article – Images

Purpose:

•Present the images of an article, what they contain, and how they are formatted.

Timing: 3 minutes

Facilitation Notes/Talking Points:

Say:

•You should always be watchful not to overwhelm an article with images by adding more just because you can.

•Unless clearly better or more appropriate images are available, the existing images in the article should be left in place.

•Images should ideally be spread evenly within the article, and relevant to the sections they are located in.

•All images should also have an explicative caption.

•It is a good idea to try to maintain visual coherence by aligning the sizes of images and templates on a given page.

•When placing images, be careful not to stack too many of them within the lead, or within a single section to avoid bunching up several section edit links in some browsers.

•Generally, if there are so many images in a section that they strip down into the next section at 1024×768 screen resolution, that probably means either that the section is too short, or that there are too many images.

•If an article has many images—so many, in fact, that they lengthen the page beyond the length of the text itself—you can use a gallery.

•Another solution might be to create a page or category combining all of them at Wikimedia Commons and use a relevant template to link to it, so that further images are readily found and available when the article is expanded.

•Are there any questions?

Wikipedia: Manual of Style

http://en.wikipedia.org/wiki/Wikipedia:Manual_of_Style

The screenshot shows the Wikipedia:Manual of Style page. At the top, it says "Wikipedia:Manual of Style" and "From Wikipedia, the free encyclopedia". Below that, it states "This is the main page of Wikipedia's Manual of Style. For the encyclopedia article about manuals of style, see *Style guide*." There are two informational boxes: one with a checkmark stating "This guideline is a part of the English Wikipedia's Manual of Style. Use common sense in applying it; it will have occasional exceptions. Please ensure that any edits to this page reflect consensus." and another with an 'i' icon stating "A record of decisions related to this page can be found at [Wikipedia:Manual of Style/Register](#), and each section and subsection of [Wikipedia:Manual of Style](#) with information there has a link to that page, *R*." Below this, a paragraph explains: "The **Manual of Style** (often abbreviated **MoS** or **MOS**) is a *style guide* for Wikipedia articles that encourages editors to follow consistent usage and formatting. This main page contains basic principles. Subpages with greater detail are linked in the menu to the right. If the Manual of Style does not specify a preferred usage, please discuss the issue on the talk page." The page features a "Contents [hide]" table of contents on the left and a "Style" menu on the right. The "Contents" table of contents is highlighted with a red box, and a red arrow points to it from the left. The "Style" menu is also highlighted with a red box, and a red arrow points to it from the right. The "Style" menu includes links to "Manual of Style", "Arts", "Music", "Content", "Formatting", "Images", "Layout", "Lib", "Legal", "Regional", "Religion", "Science", and "Wikipedia content", along with a "Search" button. At the bottom of the page, there is a red banner with the Wikimedia Project logo and the text "A WIKIMEDIA project".

Slide: Wikipedia: Manual of Style

Purpose:

- Introduce the Manual of Style and give an overview of what can be found here.

Timing: 2 minutes

Facilitation Notes/Talking Points:

Say:

- The Manual of Style is a style guide for Wikipedia articles that encourages editors to follow consistent usage and formatting.
- This main page “contents” contains basic principles.
- Subpages with greater detail are linked in the menu to the right.
- If the Manual of Style does not specify a preferred usage, please discuss the issue on the Talk page, which we will discuss later.

Wikipedia: Manual of Style (cont.)

- General principles
- Article titles, headings and sections
- Capital letters
- Acronyms and abbreviations
- Quotations
- Punctuation
- Geographical items
- Chronological items
- Numbers/units of measure
- Grammar
- Images
- Links



Slide: Wikipedia: Manual of Style (cont.)

Purpose:

- Introduce the Manual of Style and give an overview of what can be found here.

Timing: 2 minutes

Facilitation Notes/Talking Points:

Say:

- The range of topics that can be found in the Manual of Style is much larger than this list, but this list gives you an idea of the breadth of topics that are addressed.
- Each of these areas goes into great detail on the usage and formatting of the topics within.

DO:

1. Review the bullets on the slide.

Basics of Editing

[edit]

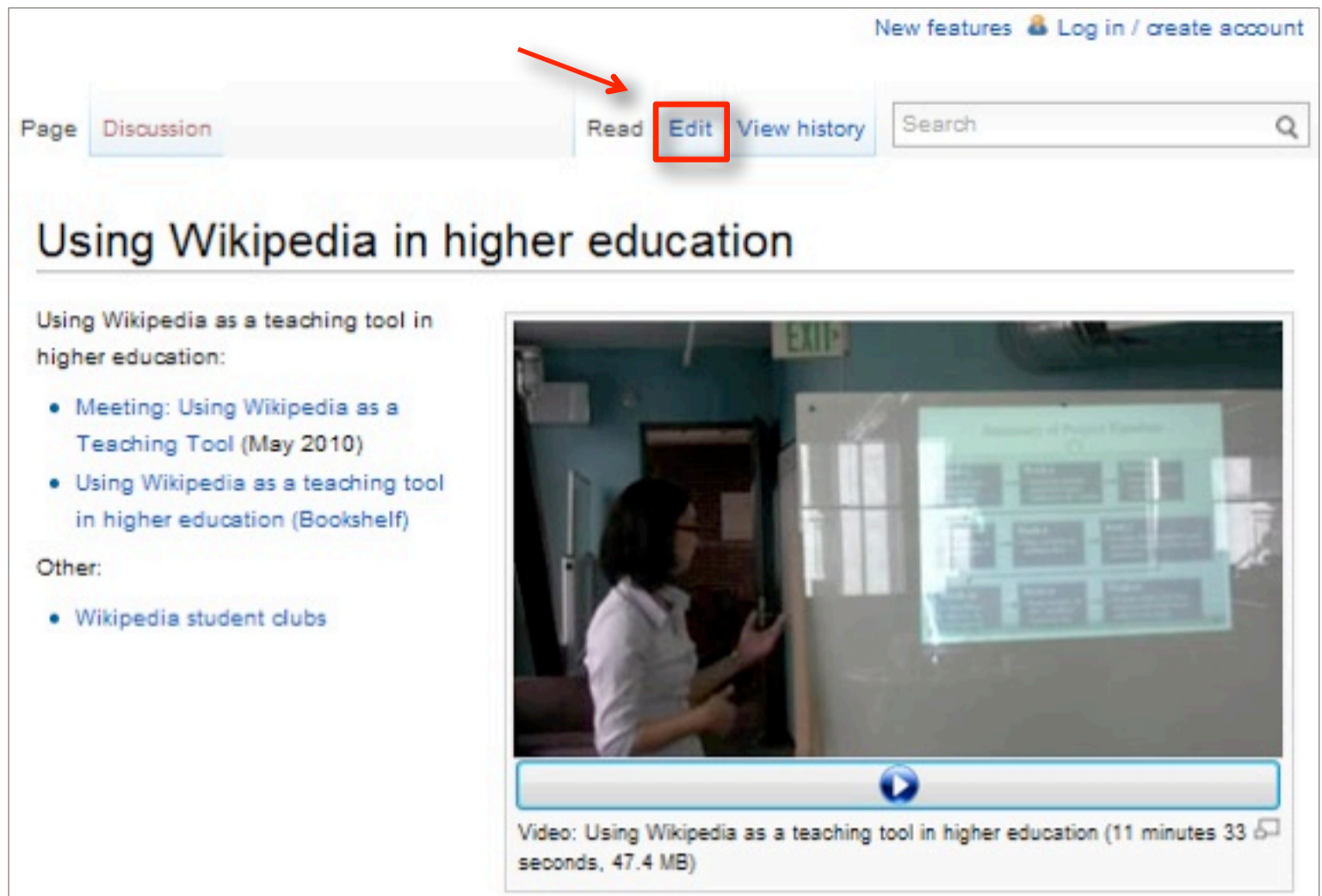
Slide: Basics of Editing

Purpose:

- Transition to a new topic.

Timing: 1 minute

Editing



The screenshot shows the top navigation bar of a Wikipedia page. The page title is "Using Wikipedia in higher education". The navigation bar includes links for "Page", "Discussion", "Read", "Edit", and "View history". The "Edit" link is highlighted with a red box and a red arrow points to it. To the right of the navigation bar is a search box and a "Log in / create account" link. Below the navigation bar, the page content includes a list of links under the heading "Using Wikipedia as a teaching tool in higher education:" and a video player showing a person presenting a slide.



Slide: Editing

Purpose:

•Show the learners the basic steps of editing a page.

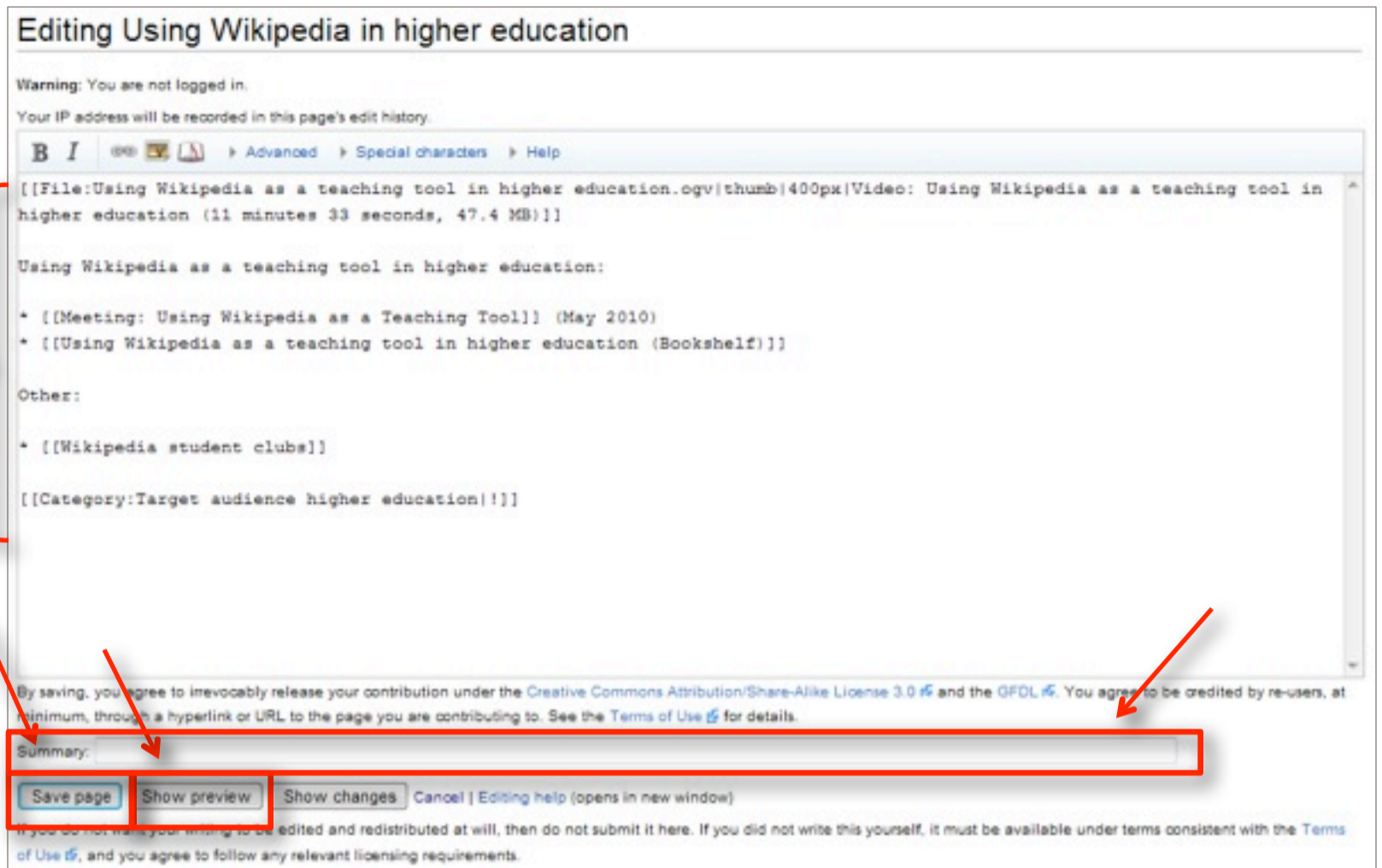
Timing: 2 minutes

Facilitation Notes/Talking Points:

Say:

- Before we actually begin making edits on pages, we will be working in a personal ‘sandbox’ area which we will learn about later.
- However, before we practice in the ‘sandbox’ let’s learn the basics of editing.
- With the exception of a few protected pages, every page has a link that says “Edit”, which lets you edit that page.
- It is Wikipedia's most basic feature, and allows you to make corrections and add facts to articles.
- If you add information to a page, please provide references, because unreferenced facts can be removed.

Editing (cont.)



Slide: Editing (cont.)

Purpose:

- Show the learners the basic steps in editing a page.

Timing: 8 minutes

Facilitation Notes/Talking Points:

Say:

- When you click the "edit" link it opens an editing window containing the text for that page.

- Make edits by adding factual information or correcting existing content. **[Click mouse]**

- One important feature to start using early is the "Show preview" button.

- This allows you to see what the page will look like after your edit and *before* you actually save so you can catch any mistakes.

1. Using "Show Preview" before saving also lets you try different format changes without cluttering up the page history. **[Click mouse]**

- Before you hit Save page, it is considered good etiquette to enter a polite explanation of your changes in the "Edit summary" box located above the Save page and Show preview buttons.

- It can be short; for example if you just enter "typo", people will know you made a spelling correction.

- Also, if the change you made to the page is minor, such as correcting a spelling or grammar error, be sure to check the box "This is a minor edit", which is only visible if you have logged in. **[Click mouse]**

- When you are satisfied with the previewed edits and have entered your explanation in "Edit summary", click on "Save page" and see what you have done!

- Are there any questions?

Basics of Citing References

==References==
<references/>



Slide: Basics of Citing References

Purpose:

- Transition to a new topic.

Timing: 1 minute

Citing References

Public policy

From Wikipedia, the free encyclopedia

This article is about government action. Policy, both public and private, is a broader notion. The article on [public policy doctrine](#) discusses the use of the phrase "public policy" in legal doctrine.

Public policy can be generally defined as the course of action or inaction taken by [governmental](#) entities (the decisions of government) with regard to a particular issue or set of issues.^[1] Other scholars define it as a system of "courses of action, regulatory measures, laws, and funding priorities concerning a given topic promulgated by a governmental entity or its representatives."^[2] Public policy is commonly embodied "in constitutions, legislative acts, and judicial decisions."^[3]

In the [United States](#), this concept refers not only to the end result of policies, but more broadly to the [decision-making and analysis of governmental decisions](#). Public policy is also considered an [academic discipline](#), as it is studied by professors and students at [public policy schools of major universities](#) throughout the country. The American (United States of America) professional association of public policy practitioners, researchers, scholars, and students is the [Association for Public Policy Analysis and Management](#).

Contents [hide]

- Government actions
- As an academic discipline
- See also
- References**
- External links

Government actions [edit]

Shaping public policy is a complex and multifaceted process that involves the interplay of numerous individuals and interest groups competing and collaborating to influence policymakers to act in a particular way. These individuals and groups use a variety of tactics and tools to advance their aims, including advocating their positions publicly, attempting to educate supporters and opponents, and mobilizing allies on a particular issue.^[4]

In this context, advocacy can be defined as attempting to influence public policy through education, lobbying, or political pressure. Advocacy

This article is part of the **Politics** series

- List of political topics
- Politics by country
- Politics by subdivision
- Political economy
- Political history
- Political history of the world
- Political philosophy
- Political science
- Political system
 - Communism
 - City-state
 - Dictatorship
 - Directorial
 - Feudalism
 - Monarchy
 - Parliamentary
 - Presidential
 - Semi-presidential
- International relations (theory)
- Political scientists
- Comparative politics



Slide: Citing References

Purpose:

•Show the learners the basic steps of adding references to a page.

Timing: 2 minutes

Facilitation Notes/Talking Points:

Say:

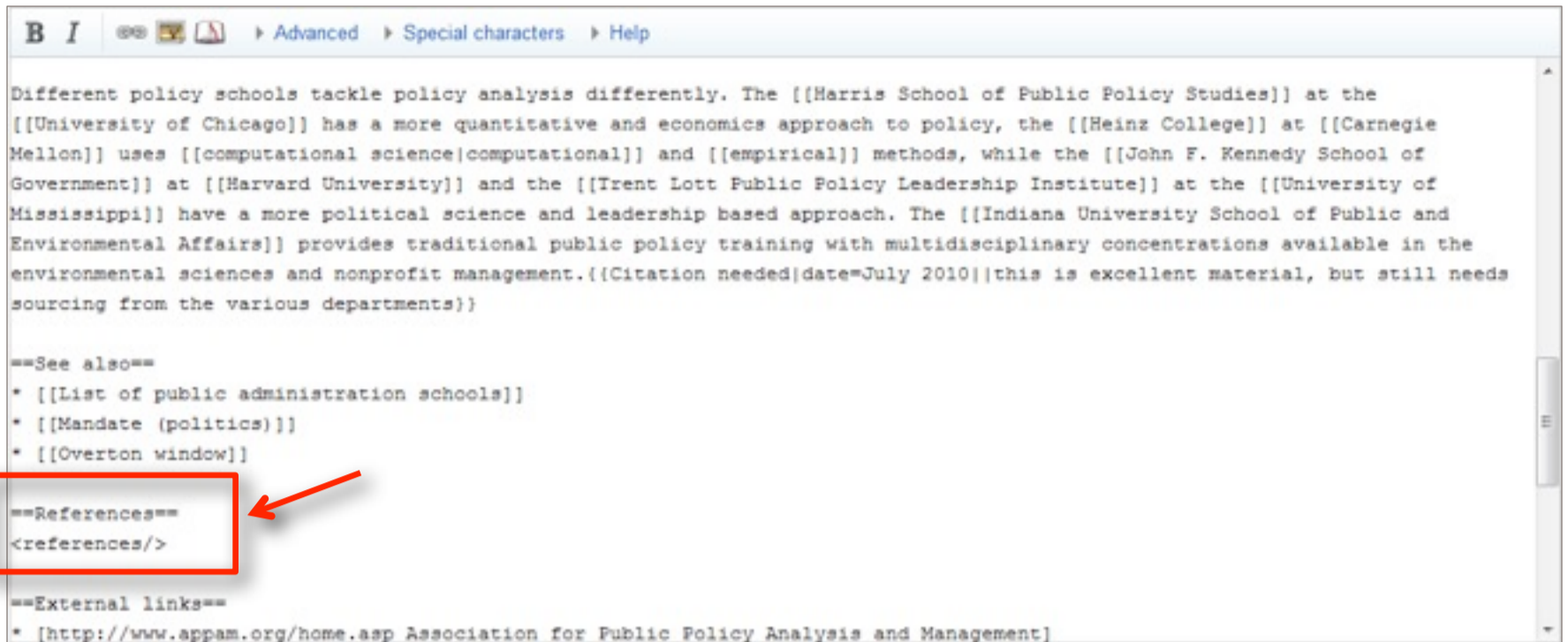
•As we have been emphasizing throughout this class, "Any editor can remove unreferenced material; and unsubstantiated articles may end up getting deleted, so when something is added to an article, it's highly advisable to also include a reference to say where it came from."




•It is best to use inline citations so that other editors and readers can verify the information you add.

•Also, make sure that the sources you use are trustworthy and authoritative.

•Referencing may look daunting, but it's easy enough to do, so let's take a look at how to actually add a reference to your article. **[Click mouse]**

Citing a Reference (cont.)



```
B I    Advanced Special characters Help

Different policy schools tackle policy analysis differently. The [[Harris School of Public Policy Studies]] at the [[University of Chicago]] has a more quantitative and economics approach to policy, the [[Heinz College]] at [[Carnegie Mellon]] uses [[computational science|computational]] and [[empirical]] methods, while the [[John F. Kennedy School of Government]] at [[Harvard University]] and the [[Trent Lott Public Policy Leadership Institute]] at the [[University of Mississippi]] have a more political science and leadership based approach. The [[Indiana University School of Public and Environmental Affairs]] provides traditional public policy training with multidisciplinary concentrations available in the environmental sciences and nonprofit management.{{Citation needed|date=July 2010|this is excellent material, but still needs sourcing from the various departments}}

==See also==
* [[List of public administration schools]]
* [[Mandate (politics)]]
* [[Overton window]]

==References==
<references/>

==External links==
* [http://www.appam.org/home.asp Association for Public Policy Analysis and Management]
```

Slide: Citing a Reference (cont.)

Purpose:

- Show the learners the basic steps of adding references to a page.

Timing: 2 minutes

Facilitation Notes/Talking Points:

Say:

- As we just learned, when you click the “edit” link it opens an editing window containing the text for that page.
- The easiest way to create an inline citation is using footnotes.
- The first thing you do is to create a section where the footnotes will appear.
- It may already exist, so before you add it, look for a section that contains either “==References==” between dashes lines or brackets, as shown in this slide. *(Note: point out what this looks like in the text on the screen.*
- If this section is not in the text of the page, you can add it, after the “Notes” section and before the “External Links” section, as we saw in the Anatomy of an Article presentation. *[Click mouse]*

Citing a Reference (cont.)

`<ref>Add your reference here</ref>`

Example:

This is a line of text in an article and I will now insert a reference. `<ref>my reference</ref>`

If space exists here,
footnote number may
be affected by line
wrapping.



Slide: Citing a Reference (cont.)

Purpose:

- Show the learners the basic steps of adding references to a page.


Timing: 2 minutes

Facilitation Notes/Talking Points:

Say:

- The next step is to put a reference in the text.
 - Here is the code to do that.
 - The code goes at the end of the relevant phrase, sentence, or paragraph to which the note refers.
 - If there is a space between the end of the phrase, sentence or paragraph and the beginning of the `<ref>` (**Note: point this out on the slide**), then normal line wrap may cause the resulting numbered footnote to be separated from the text.
1. Whatever text, formatting, or templates you put in between these two tags will become visible in the "References" section as your reference.
 2. Let's look at our Public Policy edit page again and see where a reference was added. *[Click mouse]*

Citing a Reference (cont.)

```
B I  Advanced Special characters Help
The definition of policy is 1 a : prudence or wisdom in the management of affairs b : management or procedure based primarily
on material interest 2 a : a definite course or method of action selected from among alternatives and in light of given
conditions to guide and determine present and future decisions b : a high-level overall plan embracing the general goals and
acceptable procedures especially of a governmental body.<ref>http://www.merriam-webster.com/dictionary/policy</ref>
==See also==
* [[List of public administration schools]]
* [[Mandate (politics)]]
* [[Overton window]]
==References==
<references/>
==External links==
* [http://www.appam.org/home.asp Association for Public Policy Analysis and Management]
* [http://www.naspaa.org/ National Association of Schools of Public Affairs and Administration]
* [http://www.publicpolicyadvocates.org/ Public Policy Advocates]
* [http://publicadmin.norwich.edu/ Norwich University's Master of Public Administration]
```



Slide: Citing a Reference (cont.)

Purpose:

- Show the learners the basic steps of adding references to a page.

Timing: 1 minute

Facilitation Notes/Talking Points:

Say:

- So here you can see that, the definition of the word ‘policy’ was added to the article and it’s followed by a reference.
- Now let’s see how that looks on the actual Wikipedia page. *[Click mouse]*

Citing a Reference (cont.)

The definition of policy is 1 a : prudence or wisdom in the management of affairs b : management or procedure based primarily on material interest 2 a : a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions b : a high-level overall plan embracing the general goals and acceptable procedures especially of a governmental body ^[5]

- Ideology
- Political campaigning
- Political parties

[Politics portal](#)

v · d · e

See also

- List of public administration schools
- Mandate (politics)
- Overton window

References

- [↑] Wolf, Robert, "Definitions of Policy Analysis" [?]
- [↑] Kilpatrick, Dean, "Definitions of Public Policy and Law" [?]
- [↑] Schuster II, W. Michael, "For the Greater Good: The Use of Public Policy Considerations in Confirming Chapter 11 Plans of Reorganization" [?]
- [↑] [?] [?] Kilpatrick
- [↑] <http://www.merriam-webster.com/dictionary/policy> [?]

External links

Slide: Citing a Reference (cont.)

Purpose:

• Show the learners the basic steps of adding references to a page.

Timing: 1 minute

Facilitation Notes/Talking Points:

Student Facilitator Say:

• And here is how it appears in the References section of the actual page. *[Click mouse]*

Citing a Reference (cont.)

- Online references
 - Website URLs
 - Website Titles/Names
- References not online
 - Newspapers
 - Books
 - Mainstream press
- Wikipedia: Referencing for Beginners
 - http://en.wikipedia.org/wiki/Wikipedia:Referencing_for_beginners



Slide: Citing a Reference (cont.)

Purpose:

- Present types of reference and cite the URL where more information can be found for beginners.

Timing: 2 minutes

Facilitation Notes/Talking Points:

Student Facilitator Say:

- So, we have seen the actual mechanics of adding a reference, but there are also preferences for the correct placement and formatting for the types of references you see listed here.
- This information can be found on the 'Wikipedia: Referencing for Beginners' wiki page at the URL that is listed on this slide.
- Are there any questions?

Uploading Images on Wikimedia Commons



Slide: Uploading Images on Wikimedia Commons

Purpose:

- Teach learners how to upload images on Wikimedia Commons.
- Give basic introduction to 'free licenses'.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

- I'm going to hand out a job aid around this activity.

Do:

- 1.Go through the job aid with the students.
- 2.Discuss relevant information that you learned in the WCA training, concerning image uploads and licensing.

Q&A



Slide: Q&A

Purpose:

- Take time to answer any outstanding questions from learners.

Timing: 5 minutes

Facilitation Notes/Talking Points:

Say:

- We've presented a lot of information to this point, so let's take five minutes and answer some of your questions.
- Feel free to ask about anything we've presented so far, or any other question that need answered at this time.

Do:

- 1.Solicit and answer questions from the learners.

Using a Wikipedia Sandbox and Templates



Slide: Using a Wikipedia Sandbox and Templates

Purpose:

- Transition to a new topic.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

- I'm going to hand out a job aid around this activity.

Do:

- 1.Pass out the 'Creating a Wikipedia Sandbox' job aid.

Create a Sandbox (Activity)

- Go to your user page and click Edit
- Write [[User:<your user name>/Sandbox]]
- Click on Save Page
- Click on the link you just created
- You are now in your sandbox!
- Try writing and adding references
- Don't forget to click on Save Page
- when you're done editing



Slide: Create a Sandbox (Activity)

Purpose:

- Give each participant the chance to create a Wikipedia working sandbox.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

- Review each bullet on the slide and oversee as students create their sandbox.

Writing and peer review



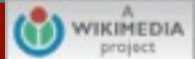
Slide: Writing and Peer Review

Purpose:

- Transition to the next agenda topic.

Effective Feedback

- Effective feedback should:
 - Be descriptive, not evaluative
 - Be specific, not general
 - Consider the needs and feelings of the recipient. It is not about the contributor it is about the content,
 - Focus on behaviors that can change
 - Be solicited versus imposed
 - Be well timed – prompt
 - Be validated by the recipient and others (if applicable)
 - Publicly praise and, if necessary, address issues in private
 - Describe your concerns and perceptions without judging, accusing or labeling
 - Sandwich ‘improvement’ between complimentary feedback



Slide: Effective Feedback

Purpose:

- Present the points that should be considered when giving good feedback.

Timing: 2 minutes

Facilitation Notes/Talking Points:

Do:

- Review the bullets on the slide and provide examples when applicable to the specific point. *[Click mouse]*

Peer Review (Activity)

- Divide into 4 groups.
- Access the article link assigned to your group.
- Individually, add comments to the Discussion page of this comment.
- Complete comments in 5 minutes.
- Focus on giving effective feedback from the tips we just discussed.
- Share your comments with the class.



Slide: Peer Review (Activity)

Purpose:

- Present the opportunity for learners to experience peer review by giving effective feedback.

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say:

- So now, let's take the opportunity to practice giving feedback by entering our comments to the Discussion page of an article.

Do:

1. Handout the 'Article Review and Peer Review Activity' handout, which is a list of 4 links to the articles that were reviewed earlier.
2. Divide the class into 4 groups and assign one group to each link.
3. Go over the instructions on the slide.
4. Give the learners 5 minutes to add their comments on the Discussion page.
5. Ask the learners to share with the other class what comments they made and discuss if that example falls in line with the tips for giving effective feedback and why.
6. Take 5 minutes for this discussion of learner comments.

Engage Community to Offer Feedback



Slide: Engage Community to Offer Feedback

Purpose:

- Present ways to engage the Wikipedia community to offer feedback.

Timing: 15 minutes

Facilitation Notes/Talking Points:

that

Say:

- For the next part of our session, I'm going to talk a little bit about how to get students to engage with the community, to get feedback on their work, and hopefully in a lot of cases, to do extended collaboration with Wikipedians.

1.The overall strategy is pretty straightforward: You should connect with the existing community processes that work well. Essentially, go to where the people are. So that means asking for feedback on specific issues at relevant WikiProjects and noticeboards. It means having discussions about content on existing pages, rather than creating course-specific discussion venues that will be ignored by the community.

To get feedback (both positive and negative), you'll want to start working in the public article space on Wikipedia as soon as reasonably possible, and plugging into the core quality and review processes.

New editors often have a bad experience at the very beginning—deleted articles, blocks for bad usernames, impersonal template welcomes and warnings—but those are problems that hopefully Ambassadors will be able to mitigate. Once students are passed that initial hurdle, have a basic understanding of how things work, started writing content that won't just be deleted or reverted, the sooner they start moving out of sandboxes and into Wikipedia proper, the better.

2.An ideal progression would be: a) you start to get a handle on what you're going to write about, b) You know some of the key sources you'll use, c) then you'll want to start writing in your sandbox. Your first goal should be a short overview of your topic, 3 to 4 paragraphs, that can qualify for Did you know.

NOTE: Getting "did you know" articles on the main page is really a tremendous opportunity in terms of attracting some attention to students' topics and, in terms of both the review process to get there in the first place and the random feedback from being on the mainpage, it's a chance to catch problems early and give students a chance to start to learn more about Wikipedia's norms and expectations.

3.Rather than writing in “word” document, then transferring your content to a wiki, I want to encourage you to write directly on a wiki.

4.Getting peer reviews from other students as well as Wikipedians is a great way to get feedback on your articles.

It's Time to Move!



Slide: It's Time to Move!

Purpose:

- Provide an opportunity for a learner to practice facilitation.

Facilitation Notes/Talking Points:

Say:

- Now we're going to have [name of learner] be the facilitator to present the next topic on moving your article to Wikipedia.

Do:

1. Hand out Peer Evaluation Form to the class learners before the Student Facilitator begins their portion of the presentation.
2. After the Student Facilitator presentation, ask a few of the class members (3-4) to state, what the presenter did well.
3. Ask a few of the class members (3) to state how the presentation could be enhanced.
4. Collect the Peer Evaluation Forms and give them to the Student Facilitator for review and to add the comments to their Action Plan.

Moving Your Article to Wikipedia

- Copy the article content from your sandbox.
- Go to the topic name you have chosen.
- Click the Edit tab.
- Paste the content into the page.
- Save the page.



Slide: Moving Your Article to Wikipedia

Purpose:

- Give information on how to move an article from the sandbox to Wikipedia.

Timing: 3 minutes

Facilitation Notes/Talking Points:

Say:

- When you finish writing your articles in the sandbox, you will need to move them to Wikipedia.
- Let's walk through the steps for doing that now.
- You will note that this information is included in the sandbox job aid that was handed out earlier.

Do:

1. Review the bullets on the slide. *[Click mouse]*

Don't Stop Here!

- Find another editor who might be interested in your topic
- Leave a request on their Discussion page
- Link your article to other articles that mention your topic.
- You've become part of the community!



Slide: Don't Stop Here!

Purpose:

- Give information on how to move an article from the sandbox to Wikipedia.

Timing: 4 minutes

Facilitation Notes/Talking Points:

Say:

- Now that you've put your article up on Wikipedia, don't stop here!
- You want to solicit feedback on your article so you need to find another editor who might be interested in your topic.
- You can do this by finding an article on a similar topic and clicking on the View History tab to see who contributed to that article.
- Now that you have a possible editor, you can go to their Discussion page and leave a request to review your article.
- Also, don't forget to link your article to other articles where your topic is mentioned.
- Now you've become part of the community and we'll learn more about what that means in tomorrow's session.
- Are there any questions?

Wrap Up!

Q&A



Slide: Wrap Up

Purpose:

- Take time to recap on today's training and answer any outstanding questions from learners.

Timing: 5 minutes

Facilitation Notes/Talking Points:

Say:

- We've presented a lot of information today, so let's take five minutes to wrap up and answer any remaining questions.

Community Aspects



Slide: Community Aspects

Purpose:

- Transition to the next agenda topic.



Slide: Community

Purpose:

- Engage the class in a discussion on what to expect when working with the Wikipedia community

Timing: Discussion time is at discretion of Wikipedia Class Ambassador

Facilitation Notes/Talking Points:

Talking Points:

- The importance of the Wikipedia community.
- 1.How the community makes Wikipedia better.
 - 2.Making sure you follow good etiquette when posting comments/receiving comments.
 - 3.Don't take constructive criticism personal.
 - 4.How to make sure you're seen as a valuable community member.
 - 5.How to approach and deal with community issues.

Collaboration



Slide: Collaboration

Purpose:

- Engage the class in a discussion on what to expect when collaborating with the Wikipedia community

Timing: Discussion time is at discretion of Wikipedia Class Ambassador

Facilitation Notes/Talking Points:

Talking Points:

- Emphasis the value of collaboration.
- 1.How collaboration can make the individual a better writer/student.
 - 2.Relationship to collaborating in other ventures outside of the classroom, the world at large.
 - 3.Being seen and heard when collaborating, if necessary.
 - 4.How to approach and deal with collaborative writing projects .

Consensus



Slide: Consensus

Purpose:

- Engage the class in a discussion on what to expect when trying to reach consensus with the Wikipedia community

Timing: Discussion time is at discretion of Wikipedia Class Ambassador

Facilitation Notes/Talking Points:

Talking Points:

- Emphasis the value of consensus.
- 1.How real life experiences of reaching consensus can be applied in this environment.
 - 2.Why having consensus is important.
 - 3.How a difficult issue that seems unapproachable can be solved.



Thank you!

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Slide: Thank You

Purpose:

- Thank the learners and conclude the session.

Timing: 1 minute

Appendix – Facilitator Resources

Preparation List for Class Instructors

- Print out enough copies of the 4 articles for the “Article Review’ activity to accommodate 4 groups.
 - Links to articles located in the Appendix
- Perform a training room inventory to make sure you have everything you need for the today’s presentation.
 - Computer, flip charts, markers, pens, pencils, laptop with presentation, projector, etc.
- Print out enough Job Aids for class members
 - Computer, flip charts, markers, pens, pencils, laptop with
- Set up for the following activities:
 - Have articles links entered on the appropriate slide in the Appendix (last slide) for the Peer Review activity.

What Wikipedia “Is” and “Is Not” Activity

“Is” Responses

- Copyright free
- Encyclopedia
- Balanced
- Neutral Point of View
- Collaboration
- Community
- General principles
- Verifiable
- Multilingual
- Web-based
- Non-profit
- Collective
- Referenced



Print out and cut apart for “Is” and “Is Not”
Activity

What Wikipedia “Is” and “Is Not” Activity

“Is Not” Responses

- Democracy
- Social Network
- Soapbox
- Image Repository
- Single Point of View
- Indiscriminate collection of information
- Textbook
- Censored
- Paper Encyclopedia
- Rule-based
- Lyric Database
- Who’s Who
- FAQs



Print out and cut apart for “Is” and “Is Not”
Activity

‘Article Review’ and ‘Peer Review’ Activities

Medium length Articles

- http://en.wikipedia.org/wiki/National_fiscal_policy_response_to_the_late_2000s_recession
- http://en.wikipedia.org/wiki/Project_On_Government_Oversight
- http://en.wikipedia.org/wiki/United_States_government_role_in_civil_aviation
- http://en.wikipedia.org/wiki/Oil_and_gas_law_in_the_United_States

Shorter articles

- http://en.wikipedia.org/wiki/Honorary_citizen_of_the_United_States
- http://en.wikipedia.org/wiki/Gun_Show_Loophole_Closing_Act_of_2009
- http://en.wikipedia.org/wiki/National_Ambient_Air_Quality_Standards
- http://en.wikipedia.org/wiki/Trade_policy_of_the_United_States

Print *these articles* for the “Article Review” in-class activity (4 - one for each group)

Print *this slide* to handout for the “Peer Review” activity (4- one for each group)