



Wikipedia Campus Training: Wikipedia Literacy

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:

- Understand what a WikiProject is
- Be able to navigate the user interface
- Know the anatomy of an article
- Understand watchlists and discussion norms
- Know how to review articles
- Understand disagreements, arguments, and edit wars



Slide: Objectives

Purpose:

- Review objectives

Timing: 2 minutes

Facilitation Notes/Talking Points:

Do:

- Review objectives

WikiProject: United States Public Policy

- <http://enwp.org/WP:USPP>



Slide: WikiProject United States Public Policy

Purpose:

- Introduce students to what's available on our WikiProject

Timing: 10 minutes

Facilitation Notes/Talking Points:

Say: Your central hub of Wikipedia activity is the WikiProject your course is working with. WikiProjects are ways of organizing activity on Wikipedia around subject matter. For the classes working on articles about U.S. Public Policy, your work will be centralized on WikiProject: U.S. Public Policy. You can always find it by entering WP:USPP in Wikipedia's search bar. We'll go over a few key tabs today, but explore the rest on your own.

The tabs on the WikiProject contain information you'll need to know. The "Welcome" and "About" tabs give you an overview of the project, including giving you the code to add a user box to your user page. We'll talk about user pages later.

The "Courses" tab contains a list of all the courses we're working with this term. Your Course page will contain all the information about assignments on Wikipedia. You'll need to sign up with your user name and what article you're working on once you've determined those.

The "Leaderboard" tab tracks the contributions of all students participating in the Public Policy Initiative, by student and course. See how you're doing in comparison to others in your class and across the Initiative!

The "Ambassadors" tab contains ways to contact Online Ambassadors, who will serve as mentors, and me and my fellow Campus Ambassador.

NOTE: If the professor wants them to choose an OA to be a mentor, show them how to click and choose that person; if they've had one assigned, let them know this is how they can contact their assigned mentor.

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.

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

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

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!

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.

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

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

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.

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

Did you know...

From Wikipedia's newest articles:

- ... that the entire 33,000 km² (12,800 sq mi) area of the Gulf of Finland may have (pictured) in water?
- ... that the piano (off played) by Johnny Ray...

On this day...

In the news:

- **Orchestra Wulf** (pictured) is elected president of Germany.
- **Former** **Chang** **champion** **Pig** **Schwartz** is elected president of Hungary.
- At least 21 people are killed in severe flooding in Romania.
- The People's Republic of China and the Republic of China (Taiwan) sign the Economic Cooperation Framework Agreement, intended to boost trade across the Taiwan Strait.
- A new constitution is approved in a referendum in Kirgizstan.
- **Tommy Corbett** is announced as the country's ongoing (and the) age of 50.
- **Robert Byrd**, the United States' longest-serving senator, dies.
- Representatives of the G-20 major economies meet in Toronto.
- **Twelve** people are killed crossing railway tracks at a station.
- **John** **Logan** of the United States defeats **Nicolas** **Mahut** of France at Wimbledon, in the longest match in tennis history.
- **Wikipedia** – **FIFA** **World** **Cup** – **Recent** **deaths** – **More** **current** **events**...

Slide: User Interface

Purpose:

- Transition to a new topic.

Timing: 1 minute

User Interface (cont.)

- <http://en.wikipedia.org>



Slide: User Interface

Purpose:

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

Timing: 10 minutes

Facilitation Notes/Talking Points:

Click to the main page of Wikipedia and walk through where students can find each of the pieces you're talking about.

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.

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.

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

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.

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

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.

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.

Let's move to the left side navigation where you will find Languages. Remember Wikipedia is available in more than 270 languages and is still growing!

Also in the left hand options you'll find Interaction, which contains Recent Changes and Help

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.

Help provides assistance to learn more about how Wikipedia works by asking questions or referring to FAQs.

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?

Anatomy of an Article

The screenshot displays a Wikipedia article page with the following sections:

- Sandbox**: From Wikipedia, the free encyclopedia. The article subject occurred on 9 May 1921.
- Contents**: A table of contents with links to History, 1.1 Lorem ipsum, 1.2 Excepteur sint, 2 See also, 4 Notes, 5 References, and 6 External links.
- History**: A list of revisions with edit summaries and timestamps.
- Lorem ipsum**: A paragraph of placeholder text.
- Excepteur sint**: Another paragraph of placeholder text.
- See also**: A list of related topics.
- Notes**: A list of footnotes.
- References**: A list of external sources.
- External links**: A list of additional resources.

Slide: Anatomy of an Article

Purpose:

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

Timing: 1 minute

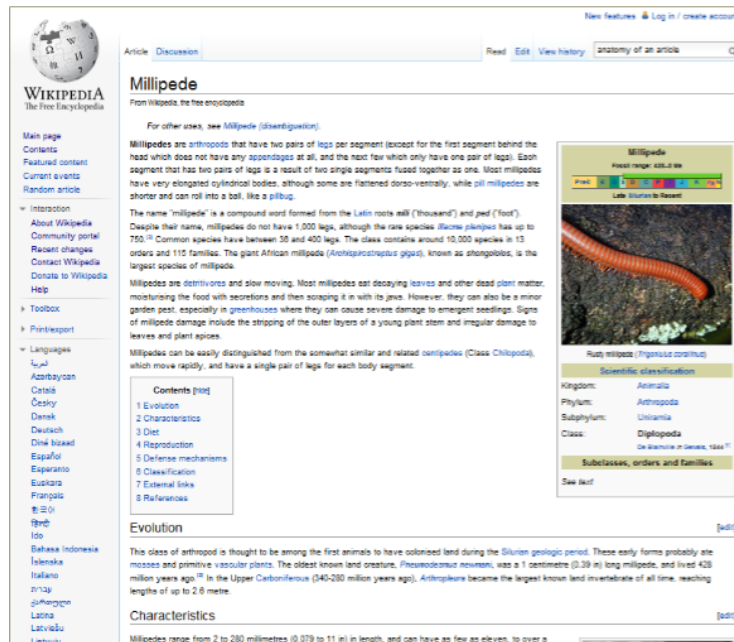
Facilitation Notes/Talking Points:

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
- 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 and contains the following text:

For other uses, see [Millipede \(disambiguation\)](#).

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.^[m] 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 *debitivores* and slow moving. Most millipedes eat decaying *leaves* and other dead *plant* matter, moisturising 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.

The article also features a table of contents, a classification box, and a photograph of a rusty millipede (*Trigonulus corallinus*).

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

The image shows a screenshot of a Wikipedia article about millipedes. Red brackets on the left side of the page highlight the following section headings: **Evolution**, **Characteristics**, **Diet**, and **Reproduction**. The article text includes information about the Silurian geologic period, the oldest known land creature *Pneumodesmus newmani*, and details about millipede anatomy such as their segmented bodies, legs, and mandibles. There are also two images: one of a millipede and another showing a close-up of its head with eyes. The page footer features the Wikimedia Project logo.

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 – External Links

References [edit]

- ¹ ↑ "Diplopoda DeBlainville in Gervais, 1844 (Class)" ↗. *SysTax*. Universität Uln, Ruhr-Universität Bochum. Retrieved 2007-08-15.
- ² ↑ "Most leggy millipede rediscovered" ↗. BBC News. 2006-06-08.
- ³ ↑ "Fossil millipede found to be oldest land creature" ↗. CNN (from Reuters). 27 January 2004.
- ⁴ ↑ **** Bames, Robert D. (1982). *Invertebrate Zoology*. Philadelphia, PA: Holt-Saunders International. pp. 818–825. ISBN 0-03-055747-5.
- ⁵ ↑ "Natural World - Creepy Crawlers - Largest Millipede" ↗. Guinness World Records.
- ⁶ ↑ A. Minelli (2005). "Non-systemic metamorphosis: millipede gonopods as a model system" ↗. *Ricerca Italiana*.
- ⁷ ↑ Murray S. Blum & J. Porter Woodring (1902). "Secretion of benzaldehyde and hydrogen cyanide by the millipede *Pachydesmus crassicutis* (Wood)" ↗. *Science* **138** (3538): 512–513. doi:10.1126/science.138.3538.512. PMID 17753947 ↗.
- ⁸ ↑ ↑ G. Mason, H. Thompson, P. Feigin & R. Anderson (1994). "Spot diagnosis: the burning millipede". *Medical Journal of Australia* **160** (11): 718–720. PMID 8202008 ↗.
- ⁹ ↑ Yasunasa Kawahara, Hisashi Omura, Tautomu Tanabe (2002). "2-Nitroethybenzenes as natural products in millipede defense secretions". *Naturwissenschaften* **89** (7): 308–10. doi:10.1007/s00114-002-0328-0 ↗. PMID 12210901 ↗.
- ¹⁰ ↑ Paul J. Weldon, Jeffrey R. Aldich, Jerome A. Klun, James E. Oliver, Mustapha Dabboun (2005). "Benzoquinones from millipedes deter mosquitoes and elicit self-anointing in capuchin monkeys (*Cebus spp.*)". *Naturwissenschaften* **90** (7): 301–305. doi:10.1007/s00114-005-0427-2 ↗. PMID 12883771 ↗.
- ¹¹ ↑ Thomas Eisner, Maria Eisner and Mark Deyrup (October 1995). "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. Shepli & 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 1882020 ↗.
- ¹³ ↑ A. Radford (1978). "Giant millipede burns in Papua New Guinea". *Papua New Guinea Medical Journal* **18** (3): 138–41. PMID 1065155 ↗.
- ¹⁴ ↑ A. Radford (1978). "Millipede burns in man". *Tropical and Geographical Medicine* **27** (3): 279–287. PMID 1103388 ↗.
- 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 9196784 ↗.
- ¹⁶ ↑ "Diplopoda" ↗. Integrated Taxonomic Information System.
- ¹⁷ ↑ Julián Bueno-Villegas, Petra Siervald & Jason E. Bond. "Diplopoda" ↗. in J. L. Bouasquets & 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 [hide]

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 · Pauropoda · 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, 1821
 - Order *Polyseniida* Lucas, 1940
- Subclass *Arthropleuridea* (tentatively placed here, fossil)
- Subclass *Zosterogrammida* Wilson, 2005 (fossil)
- Subclass *Pantazonia* Brant, 1933
 - Basal genus *Amyrilygea* (fossil)
 - Superorder *Limacomorpha*
 - Order *Glomeridesmida* Latzel, 1884
 - Superorder *Oniscomorpha*
 - Order *Glomerida* Leach, 1814
 - Order *Sphaerotheriida* Brant, 1933
 - Family *Sphaerotheriidae* Koen, 1947
 - Family *Sphaeropoidea* Brereton, 1910
- Subclass *Archipolypoda* Souter, 1952
- Subclass *Helminthomorpha* Pocock, 1927
 - Superorder *Pleurojulida* Sorensen & Hennig, 1968 (fossil)
 - Superorder *Colobognatha* (paraphyletic?)
 - Order *Polyzoniida* Genal, 1944
 - Order *Platydesmida* Defausson, 1930
 - Order *Siphonophorida* Hoffman, 1960
 - Superorder "Meracheta"
 - Order *Polydesmida* Pocock, 1927
 - Superorder *Nematophora*
 - Basal genus *Hexecontasoma* (fossil)
 - Order *Callipodida* Birman, 1980
 - Order *Chordeumatida* Koen, 1947
 - Order *Stemmuliida* Pocock, 1954
 - Superorder *Diplocheta*
 - Order "Xyloiculida" Cox, 1995 (fossil)
 - Order *Julida* Brant, 1933



Glomeris marginata, a European pill millipede from the Order Glomerida

Narceus heydenianus, a species from the Order Polydesmida

Narceus americanus, an American species from the Order Siroplida

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:

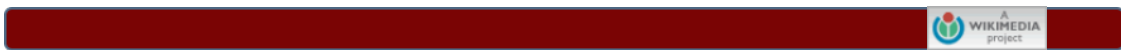
Say:

- 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

- Don't be afraid to make an edit without consulting the Manual of Style
- Consult articles on similar topics to find how to do specific formatting or style
- It's okay to copy and paste formatting!



Slide: Wikipedia: Manual of Style

Purpose:

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

Timing: 2 minutes

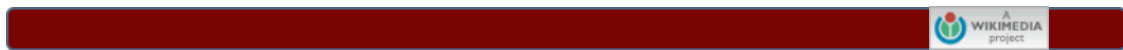
Facilitation Notes/Talking Points:

Say:

- The Manual of Style is a style guide for Wikipedia articles that encourages editors to follow consistent usage and formatting.
- Please take a look at the Manual of Style for any questions you have about style.
- Read the bullet points.

Watchlists and discussion norms

- Allows you to see easily if any changes have been made to pages you care about
- <http://en.wikipedia.org/wiki/Special:Watchlist>



Slide: Watchlists

Purpose:

- Give an overview on watchlists

Timing: 2 minutes

Facilitation Notes/Talking Points:

You should be logged in to your user account, which will have the articles you added to your Watchlist in preparation for the training added. We suggest watching 20-30 articles, including several popularly edited ones, so when you pull up your watchlist, students will see a lot of activity.

Say:

Wikipedians add articles to their "Watchlist" so there is one central place to see what changes have been made.

This is my watchlist. As you can see, I'm interested in seeing any changes to these articles. My watchlist shows me when an article has been updated, by whom, and allows me to click on the "diff" link to easily see what that person changed. (Do this with an article on your watchlist).

I encourage you to add articles related to your topic to your watchlist, by clicking the star near the search box, so you can track the activity on Wikipedia about your topic. You can always access your watchlist when you're logged in by clicking "My watchlist" at the top of the page.

Article Selection: What to Do

- Choose a term that is well established in the discipline, but only weakly represented on Wikipedia. The best choice is a topic where a lot of literature is available, but isn't covered extensively on Wikipedia.
- Gravitate toward "stub" and "start" class articles. These articles have only 1-2 paragraphs of information and are in need of expansion.
- Before creating a new article, spend 15-20 minutes searching related topics on Wikipedia to make sure your topic isn't already covered. Often, an article may already exist under another name or be a subsection of a broader article.



Slide: Article Selection

Purpose:

- 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:

You can choose to start a new article or expand an existing article. Either way, choose a topic where there are a lot of available sources (scholarly journal articles, newspaper and magazine articles, books), but the coverage on Wikipedia is sparse.

If you're expanding an existing article, try to choose a stub or start class article. These articles have only a sentence or a couple of paragraphs of information on Wikipedia.

You can also create a new article. Before you do this, however, it's critical to ensure your topic isn't covered elsewhere, either under a different name or in a subsection of a broader article. Spend 15-20 minutes researching related fields; add these articles to your watchlist as you go. If your topic doesn't exist anywhere, you'll have these related articles readily available when you're finished and want to link your article from them.

Article Selection: What to Avoid

- Trying to improve articles on very broad topics (e.g. *Law*) or articles that are already of high quality on Wikipedia
- 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 something 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 how the student can select a good article for this assignment; what they shouldn't choose

Timing: 5 minutes

Facilitation Notes/Talking Points:

Say:

Here's what not to do when choosing your article.

Rather than picking a topic like law, pick a particular Act that Congress passed.

If an article is already good enough that you can't see how to improve it much, it's best to find a different topic.

Rather than writing on Abortion, write on a recent court case that has implications for abortion law.

If there's only a few blog posts about your topic, the sourcing isn't good enough for a Wikipedia article.

You're writing an encyclopedia article, NOT an essay. So don't analyze at all -- report facts. Write a history of the subprime mortgage crisis, not an analytical essay about it.

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:

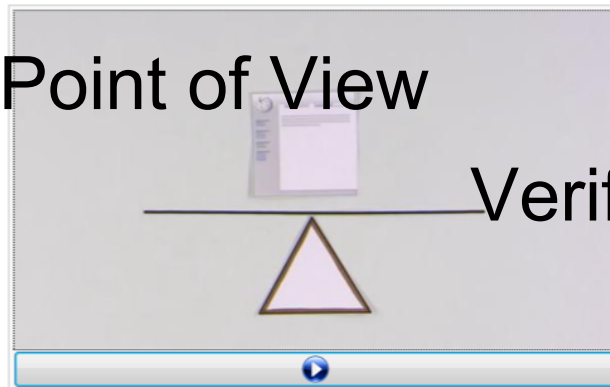
- So, now let's look at what makes a good article so you can select an appropriate one for your assignment.
- The three important elements of a good article are Structure, Content and Community.

Do:

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

Let's talk...

Neutral Point of View



Verification

<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

- 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)
- 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"?
- 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

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 is 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

NOTE: This slide is optional; if you don't cover it in depth, point students instead to the Assessment tab of the WikiProject, where they can learn more about article quality ratings on Wikipedia.

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).

<<GO TO ASSESSMENT PAGE FOR FULL EXPLANATION OF THESE>>

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).
 - Once it's reached this point, you'll want to be writing on Wikipedia.
- 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 is 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.
- **Key point: Explain that unlike a traditional classroom paper, they should be writing all of their content on Wikipedia first. Once they've created the stub, they should be adding additional paragraphs on to Wikipedia. This gives the community a chance to collaborate with students and offer suggestions along the way.**
- Some students may be creating the article from scratch; others may be picking it up in the middle of the article evolution.

Life of an Article: Example

- Begins as “stub”
 - http://en.wikipedia.org/w/index.php?title=Food_Quality_Protection_Act&oldid=385275448
- Matures to a more detailed article that captures various perspectives
 - http://en.wikipedia.org/w/index.php?title=Food_Quality_Protection_Act&oldid=391937184
- Reaches a level where it is well-written, sourced and comprehensive
 - http://en.wikipedia.org/wiki/Food_Quality_Protection_Act



Slide: Life of an Article

Purpose:

- Show an article before and after a student from the fall term worked on

Timing: 2 minutes

Facilitation Notes/Talking Points:

Here's one example of how a student from last term improved an article on the Food Quality Protection Act.

<<CLICK FIRST LINK>>

When the student started, the article was a stub -- it had a very short introduction and then a list of requirements.

<<CLICK SECOND LINK>>

Midway through, the student had added narrative sections, an image, and fleshed out the content somewhat, but the list remained.

<<CLICK THIRD LINK>>

By the end, the list had been replaced by a full narrative and an infobox had been added.

This type of improvement is what we're expecting you to do as well.

Where to Get Help

- Article development/technical/etiquette questions
 1. Post question to course talk page
 2. Alert mentor question is there
 3. If no response in 1 day, talk to your Campus Ambassador
- Immediate assistance:
 - IRC: #wikipedia-en-classroom or #wikipedia-en-help
- Conflict with mentor or editor
 - Ask your Campus Ambassador
- Subject-specific questions only
 - Talk to your professor, classmates, TA, etc.



Slide:Where to get help

Purpose:

- Convey to students the recommended ways of getting help

Timing: 5 minutes

Resources: The "How to get help" handout covers the recommended way of getting help and includes a glossary of additional help resources.

Facilitation Notes/Talking Points:

Explain that the course talk page is the central hub for asking questions and getting feedback on students' work. When you post a question or request on the course talk page, you should also leave a message on your mentor's talk page letting them know about the question, so that they can answer it on the course talk page.

For immediate help, IRC is a good option. Links can be found on the course pages.

Disagreements, Arguments, and Edit Wars

- The Wikipedia community is critical to the success of the project
 - Editing articles
 - Ensuring consistency and accuracy
- Assume Good Faith = core principle
- But disagreements and arguments do arise
- Edit War: 2 editors reverting each others' edits
- When some reverts you, discuss it on the talk page
- If that doesn't work, talk with your mentor for advice on resolving the disagreement



Slide: Community

Purpose:

- Explain what to expect when working with the Wikipedia community

Timing: 5 minutes

Facilitation Notes/Talking Points:

Talking Points:

The community makes Wikipedia a better place -- we edit articles, help each other out, and try to ensure consistency and accuracy across Wikipedia. Everyone has the same goal of working toward the creation of the best encyclopedia possible.

A core principle of Wikipedia is Assume Good Faith. That means that you should always assume that people are contributing in good faith -- that if they are reverting your edit or making changes to what you've written, they're doing so because they believe it's the best thing for the encyclopedia, not because they're trying to personally attack you.

Making sure you follow good etiquette when posting comments/receiving comments. We'll talk about this more later, but it's important to engage people and respond to questions/concerns via on-wiki communication. And don't take constructive criticism personally.

Even with Assuming Good Faith, disagreements and arguments do arise. Ideally, these are worked out using facts (not personal attacks) on the discussion page of the article. That's why it's so important to be watching your watchlist and responding to peoples' comments frequently. When communication breaks down, an "edit war" can emerge. In an edit war, two editors will be reverting each others' edits--for example, over a disputed fact. If someone reverts your edit, and you disagree with the change, the first thing to do is start a discussion about it on the talk page. Work with the other editor to find a way to move forward that you can both agree with. Focus on the content and the sources, rather than the other person.

If discussion breaks down and you can't resolve the disagreement, work with your mentor to find a solution. Sometimes this will involve getting a third opinion from a knowledgeable editor, sometimes, in the case of disruptive editing, an administrator may need to intervene. But if you assume good faith and treat other editors with respect, it will almost never come to that.



Thank you!



Slide: Thank You

Purpose:

- Thank the learners and conclude the session.

Timing: 1 minute