

Use this guide to fill out the--

## Web Source Evaluation and Information Guide

**Step One:** Read the article that is a potential source of research. Below is an excerpt of one of your articles that we will use to make a claim and a counterclaim.

Original Material—excerpt from:

### Is Google Making Us Stupid?

NICHOLAS CARR Jul 1 2008

But a recently published study of online research habits, conducted by scholars from University College London, suggests that we may well be in the midst of a sea change in the way we read and think. As part of the five-year research program, the scholars examined computer logs documenting the behavior of visitors to two popular research sites, one operated by the British Library and one by a U.K. educational consortium, that provide access to journal articles, e-books, and other sources of written information. They found that people using the sites exhibited “a form of skimming activity,” hopping from one source to another and rarely returning to any source they’d already visited. They typically read no more than one or two pages of an article or book before they would “bounce” out to another site. Sometimes they’d save a long article, but there’s no evidence that they ever went back and actually read it. The authors of the study report:

It is clear that users are not reading online in the traditional sense; indeed there are signs that new forms of “reading” are emerging as users “power browse” horizontally through titles, contents pages and abstracts going for quick wins. It almost seems that they go online to avoid reading in the traditional sense.

**Step Two:** Decide what information proves that your position is correct. Here the information highlighted in yellow proves that media is having a negative effect on youth’s ability to focus. So a person who has stated that media has a negative effect could use this information to support a claim.

**Step Three:** Construct the potential claim.

**Potential Claim:** (This information comes OUT OF YOUR HEAD—YOU MAKE A CLAIM BASED ON THE EVIDENCE YOU FIND IN THE ARTICLE)

Frequent use of the internet is changing the way people focus and read.

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**Step Four:** Take the information and put it into a format that could be used as evidence—so either a quote, paraphrase or summary.

### **EXAMPLE QUOTE—(ONLY 10% OF POWERPOINT)**

According to a study conducted by the University College London, “It is clear that users are not reading online in the traditional sense; indeed there are signs that new forms of ‘reading’ are emerging as users ‘power browse’ horizontally through titles, contents pages and abstracts going for quick wins”(Carr).

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### **EXAMPLE PARAPHRASE**

Researchers at the University College in London have found that people who read online are not actually reading the way students are taught in school. Instead these people are skimming the material in order to glean information that can quickly get them done with a project. The researchers refer to this new type of reading as “power browsing” (Carr).

**Step Five:** Decide IF any information provides evidence for a counterclaim. Another section of the same article is below. The information highlighted in pink proves that media provides useful access to information—which could be used as a counterclaim.

For me, as for others, the Net is becoming a universal medium, the conduit for most of the information that flows through my eyes and ears and into my mind. The advantages of having immediate access to such an incredibly rich store of information are many, and they’ve been widely described and duly applauded. “The perfect recall of silicon memory,” *Wired*’s Clive Thompson has written, “can be an enormous boon to thinking.” But that boon comes at a price. As the media theorist Marshall McLuhan pointed out in the 1960s, media are not just passive channels of information. They supply the stuff of thought, but they also shape the process of thought. And what the Net seems to be doing is chipping away my capacity for concentration and contemplation. My mind now expects to take in information the way the Net distributes it: in a swiftly moving stream of particles. Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a Jet Ski.

**Step Six:** Construct the potential counterclaim.

**Potential Counterclaim:** (This information also comes OUT OF YOUR HEAD—The counterclaim should be on the OPPOSITE SIDE of your position.)

Opponents believe that the internet is an amazing educational tool that provides instant access to information that students would otherwise be unable to obtain so easily.

**Step Seven:** Take the information you've found to support this counterclaim and put it into a format that could be used as evidence—so either a quote, paraphrase or summary.

**EXAMPLE QUOTE—(ONLY 10% OF POWERPOINT)**

Clive Thompson, a contributing editor for the online magazine *Wired*, explains the power of the internet when he states, “The perfect recall of silicon memory can be an enormous boon to thinking” (Thompson qtd. in Carr).

**EXAMPLE PARAPHRASE**

Clive Thompson, a contributing editor for the online magazine *Wired*, explains that being able to access the vast reserves of information stored online can be intellectually stimulating (Carr).

**Step Eight:** Open either [easybib.com](http://easybib.com) or [citationmachine.net](http://citationmachine.net) to put information into correct MLA order. Once you have created your citation, cut and paste on the form.

### Documentation information

Carr, Nicholas. "Is Google Making Us Stupid?" *The Atlantic*. Atlantic Media Company, 01 July 2008. Web. 25 Jan. 2014. <<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>>.