Lesson Title: Citation as a practice	Slide ID: Introduction	Programming/Interactions
Visual: Citation as a Practice Start		Click button to begin. **Reviewer Comments**

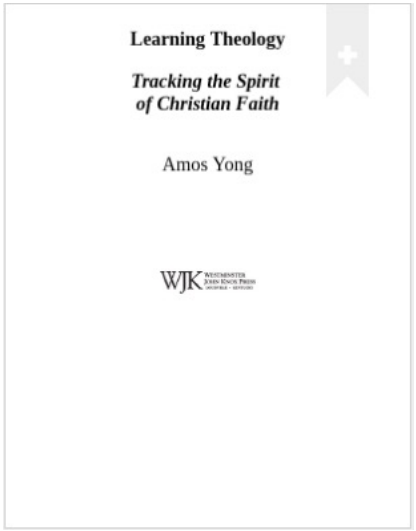
Audio: This lesson begins with a pretest on basic bibliographic entry construction from a few common types of resources. Feel free to consult your copy of *A Manual for Writers* ("Turabian") during the pretest. Click "Start" when your are ready to begin.

Feedback: Lesson advances upon click.

NOTES: Title slide: Learners come into the program with various level of skill and experience in citation and bibliography construction. This pretest should provide an entering baseline and allow users to progress to a level suited to their need.

Lesson Title: Citation as a practice	Slide ID: Pretest (example)	Programming/Interactions

Visual:



_____,_____.
_____:_____.
_____:_____,_____.

Continue

Animate dragging elements in random order to correct blank in bibliographic entry. Identify elements as they are placed correctly. Provide one incorrect placement with correction.

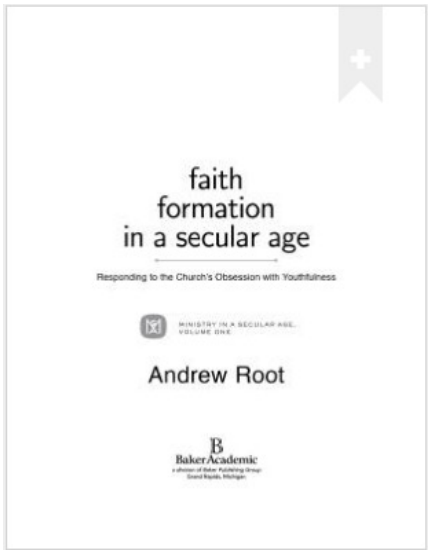
Reviewer Comments

Audio: These are images of the title page and title page verso (back of the title page) of the textbook for this course. Watch as we drag elements from the images into their proper place in a well formatted bibliography entry. Click "Continue" when you are ready.

Feedback: No feedback here; just a demonstration. Timer displayed.

NOTES: This animation is to introduce the learner to the activity they will be pre-tested on.

Lesson Title: Citation as a practice	Slide ID: Pretest (book)	Programming/Interactions
Visual:		Not all elements will be drag-able, but all needed information should be, as well as some information that is not needed. No feedback at this stage. Format correct capitalization automatically.



_____,_____.
_____:_____.
_____:_____,_____.

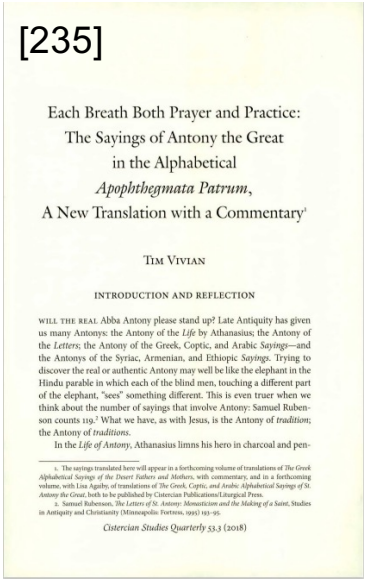
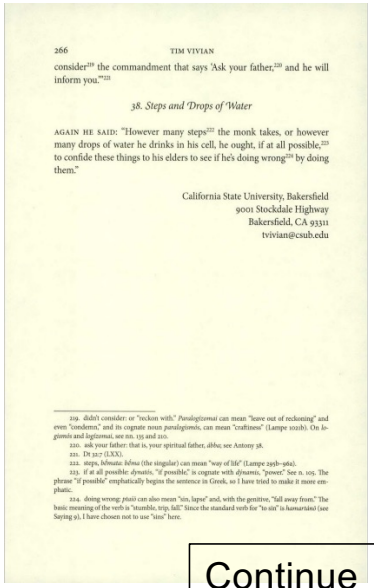
Continue

Reviewer Comments

Audio: OK, your turn. Drag the elements of the of the information from this book to the form a proper bibliographic citation for this book. You may use the style guide (Turabian, 9th) but remember, this is a timed activity. Click "Continue" when you are satisfied with your entry.

Feedback: No feedback for learner here; feedback will be given at the end of the pretest. Timed activity with generous limit.

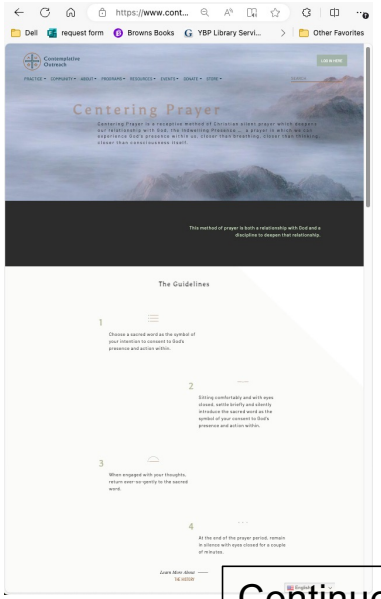
NOTES: This is not the best book to start out with (it is a book in a series, adding potential optional elements to the citation) but it suffices for a prototype and may be used in the class for some students.

Lesson Title: Citation as a practice	Slide ID: Pretest (article)	Programming/Interactions
Visual:  [235] Each Breath Both Prayer and Practice: The Sayings of Antony the Great in the Alphabetical *Apophthegmata Patrum*, A New Translation with a Commentary[1] TIM VIVIAN INTRODUCTION AND REFLECTION WILL THE REAL Abba Antony please stand up? Late Antiquity has given us many Antonys: the Antony of the *Life* by Athanasius; the Antony of the *Letters*; the Antony of the Greek, Coptic, and Arabic *Sayings*—and the Antonys of the Syriac, Armenian, and Ethiopic *Sayings*. Trying to discover the real or authentic Antony may well be like the elephant in the Hindu parable in which each of the blind men, touching a different part of the elephant, "sees" something different. This is even truer when we think about the number of sayings that involve Antony: Samuel Rubenson counts 119.[2] What we have, as with Jesus, is the Antony of *tradition*; the Antony of *traditions*. In the *Life of Antony*, Athanasius limns his hero in charcoal and pen- 1. The sayings translated here will appear in a forthcoming volume of translations of *The Greek Alphabetical Sayings of the Desert Fathers and Mothers*, with commentary, and in a forthcoming volume, with Lisa Agathy, of translations of *The Greek, Coptic, and Arabic Alphabetical Sayings of St. Antony the Great*, both to be published by Cistercian Publications/Liturgical Press. 2. Samuel Rubenson, *The Letters of St. Antony: Monasticism and the Making of a Saint*, Studies in Antiquity and Christianity (Minneapolis: Fortress, 1995) 113–95. *Cistercian Studies Quarterly* 53.3 (2018) _____,_____. “_____:_____.” _____ ___, no.__ ( ): _-_.  266 TIM VIVIAN consider[219] the commandment that says 'Ask your father,'[220] and he will inform you.'"[221] *38. Steps and Drops of Water* AGAIN HE SAID: "However many steps[222] the monk takes, or however many drops of water he drinks in his cell, he ought, if at all possible,[223] to confide these things to his elders to see if he's doing wrong[224] by doing them." California State University, Bakersfield 9001 Stockdale Highway Bakersfield, CA 93311 tvivian@csub.edu 219. didn't consider: or "reckon with." *Paralogizomai* can mean "leave out of reckoning" and even "condemn," and its cognate noun *paralogismós*, can mean "craftiness" (Lampe 1021b). On *logizomai* and *logismoi*, see nn. 135 and 210. 220. ask your father: that is, your spiritual father, *abba*; see Antony 38. 221. Dt 32:7 (LXX). 222. steps, *bêmata*: *bêma* (the singular) can mean "way of life" (Lampe 295b–96a). 223. if at all possible: *dynatós*, "if possible," is cognate with *dýnamis*, "power." See n. 105. The phrase "if possible" emphatically begins the sentence in Greek, so I have tried to make it more emphatic. 224. doing wrong: *ptaíō* can also mean "sin, lapse" and, with the genitive, "fall away from." The basic meaning of the verb is "stumble, trip, fall," since the standard verb for "to sin" is *hamartánō* (see Saying 9), I have chosen not to use "sins" here. Continue	Not all elements will be drag-able, but all needed information should be, as well as at least one piece of information that is not needed. **Reviewer Comments**

Audio: Now let's look at a journal article. Again, drag the elements from the first and last page of the article to construct a proper bibliographic entry for this article. (The first page number has been provided in square brackets as it does not appear on the first page of the article.). You may use the style guide (Turabian, 9th) but remember, this is a timed activity. Click "Continue" when you are satisfied with your entry.

Feedback: No feedback for learner here; feedback will be given at the end of the pretest. Timed activity with generous limit

NOTES: There are decent number of clues here, but that may serve our purposes. Students will need some familiarity with this activity to correctly complete this pretest.

Lesson Title: Citation as a practice	Slide ID: Pretest (website)	Programming/Interactions
Visual: https://www.contemplativeoutreach.org/centering-prayer-method/ _____. “ ” _____ _____. _____.		Not all elements will be drag-able, but all needed information should be, as well as at least one piece of information that is not needed.
		Reviewer Comments

Audio: Providing bibliographic entries from websites can be challenging: there is often limited and incomplete information, which frequently changes! Drag elements from this website to construct a usable bibliographic entry. Feel free to use the link to visit the website itself (the content there is typically fairly stable). Click “Continue”

Feedback: No feedback for learner here; feedback will be given at the end of the pretest. Timed activity with generous limit.

NOTES: We may need a better example here, but the difficulty of citing use of material on the web can help illustrate its use and purpose. What does indicating a corporate author tell us about a resource? What does the formatting on this page communicate? These lessons on citation are heavily mechanical (can the learner generate these forms) but they provide a common grammar for the tools and resources that form the frame of what we are attempting to build.

Lesson Title: Citation as a practice	Slide ID: Pretest (results)	Programming/Interactions

Visual:

Properly formatted bibliography from pretest activities (include Turabian citations)	Element identification for properly formatted entries: Author surname, Author personal name. *Title: Subtitle…* Author surname, Author personal name. "Article Title". *Journal Title*	Learner's constructed bibliography entries (thinking through how to code/identify errors and misplacements)

[It would be great if the learners work could be displayed here along with properly formatted entries.]. This may need to separate out each example…

Reviewer Comments

Audio: Compare your responses to what your readers (not to mention your instructors) will expect.

Feedback: Ideally this would be a branching lesson, with examples of increasingly complex types of resources (multiple authors, digital only journals, audio and video recordings, tweets [or whatever they may be called now], etc.). We would set a baseline for students would be able to successfully complete in a timed environment.

NOTES: Two hours goes fast…