

When working with students who are writing from sources:

Ask them about their source selection:

- “Why did you choose this source?”
- “Were there other sources you considered but opted not to use? Why?”
- “What do you know about this author’s qualifications to write about this subject?”
- “What do you know about the publisher of this source?” Note: the publisher could be a traditional publishing house, a website, a non-profit or government organization, a commercial firm, a journal, etc.
- “How are these sources in conversation with each other?”

Talk to them about their sources:

- “How does the information in this source align with or contradict other sources?”
- “What argument does this source make?”
- “How does this source support that argument?”
- “Where is this source most convincing to you?”
- “Where is this source least convincing to you?”
- “What is the author’s perspective on this topic?”
- “What kinds of sources does this source use?”

Talk to them about how they use sources in their draft:

- “Why did you choose to summarize/paraphrase/quote here?”
- Use citation context analysis to help them identify where and how they’ve used sources

If you notice any of the following red flags, discuss them with the student:

- Over-reliance on one source or a limited number of sources
- Reference to a source’s abstract rather than the source itself
- Using source references in lieu of developing points
- The student has trouble connecting a fact, anecdote, etc. to a particular source