

Choosing the Best Websites to Support Your Argument

Overview

Description

This assignment asks students to access, evaluate, and make use of credible, appropriate websites and other Internet resources for the purpose of targeted research. Using rubrics and guidelines, students will identify, collaboratively discuss, prioritize, and then defend web resources that will support their arguments and meet the criteria for credibility, validity, and reliability. Students will research one side of a controversial issue and select three Internet sources that they feel offer the most credible and useful information in support of their position.

Final Product: Working collaboratively, students will create a multimedia presentation summarizing the results of their Internet research. Individually, students will write an evaluative essay justifying the top three Internet sources they have chosen, explaining how and why those websites best support their positions.

Subject

English I-IV, Cross-Disciplinary

Task Level

Grade 9-12

Objectives

Students will:

- Perform independent research using the Internet.
- Access Internet websites that appear pertinent to the debate.
- Make preliminary selections and rankings of the best websites.
- Collaboratively discuss and evaluate the websites, then prioritize the top three.
- Apply new critical criteria to analyze the selected websites.
- Evaluate the new results, and prioritize the top choices as a group.
- Justify the choices in a written document.

Preparation

- Prepare copies of the *Website Evaluation Checklist* handout.

- Select the topics for investigation.
- Decide on the division of the two groups of students.
- Ensure student have access to the Internet.
- Study the websites intended for use as references in the assignment.
- Prepare the background and contextual information for the analysis. Useful sources for this include:
 - <http://www.library.jhu.edu/researchhelp/general/evaluating/practical.html>
 - <http://www.rbs0.com/credible.pdf>
 - http://infopeople.org/sites/all/files/past/2006/reshaping/Hdt3-eval_checklists.pdf
 - www.ala.org/ala/mgrps/divs/alsc/greatwebsites/greatwebsitesforkids/greatwebsites.cfm
- Select and publish the criteria for analysis.

Prior Knowledge

- Students need to have some prior knowledge and experience utilizing the elements of Internet search engines.
- Students need ready access to the Internet.
- Students should be comfortable using word processing software and have prior understanding of and practice in all parts of the writing process, including invention, drafting, revision, and proofreading.

Key Concepts and Terms

- | | |
|---------------|---------------|
| • Accuracy | • Currency |
| • Audience | • Depth |
| • Authority | • Purpose |
| • Content | • Reliability |
| • Credibility | • Validity |

Time Frame

This assignment will require approximately one week. One class period will be devoted to introducing the assignment and conducting the first phase of research. Group discussions could take another day. The written process might take several days, depending on how extensively students revise their work when producing final papers.

Instructional Plan

Getting Started

Learning Objectives

Students will:

- Perform independent research using the Internet.
- Access Internet websites that appear pertinent to an assigned debate topic.
- Select and prioritize the three best websites based on which offer the most credible, useful, and reliable information.

Procedure

1. Present the issue to be researched: the legalization of marijuana or the immigration debate are good choices.
2. Divide the class into two sides, one *for* legalization and the other *against* legalization, for example.
3. Divide the sides into teams of no more than 4-5 students.
4. Have students discuss ways of evaluating information found on the Internet, and come to a consensus about what makes up a credible or reliable source.
5. Instruct students to individually search for information that supports their side.
6. Instruct students (individually or in their 4-5 person teams) to evaluate the websites and prioritize the three best sites that support their arguments.

Investigating

Learning Objectives

Students will:

- Collaboratively discuss and evaluate the websites, then prioritize the top three.
- Apply new critical criteria to analyze the websites.
- Evaluate the new results, and then, as a group, prioritize the top choices.

Procedure

1. Instruct students to move back into their groups and debrief about their findings.
2. Ask groups to select the best three websites.
3. Ask groups to select a representative to report out.

4. Ask groups to present their findings to the class.

Drawing Conclusions

Learning Objectives

Students will:

- Modify previous choices based on new information and insights.
- Justify their choices in a written document.

Procedure

1. Have students return to their groups after listening to the presentation on each group's findings.
2. Instruct students to collaboratively reevaluate their choices based on the new information presented.
3. Instruct students to collaboratively reprioritize the significance of each source.
4. Have student groups present the new priorities and justifications to the class.
5. Have the rest of the students listen to the priorities and justifications of the other groups.
6. Have students write an evaluation of their new sources and justify their choices, particularly if they have changed their minds and included different sources after the group presentations.

Scaffolding/Instructional Support

The goal of scaffolding is to provide support to encourage student success, independence, and self-management. Instructors can use these suggestions, in part or all together, to meet diverse student needs. The more skilled the student, however, the less scaffolding that he or she will need. Some examples of scaffolding that could apply to this assignment include:

- Providing specific guided instruction in source analysis.
- Providing opportunities for students to work collaboratively in presentation analysis.
- Providing opportunities within the research process for the instructor to address individual issues with students.
- Providing exemplar arguments and papers to which students can compare their individual drafts.

The suggestions provided here are intended to address problems you may encounter when using this assignment or when evaluating student work associated with it. All assessment factors should be made clear to students at the beginning of the lesson:

- The written essay can be broken down into sections: the first section might include a discussion of the initial sources culled and selected; the second section could be an evaluation of what the student considers the most interesting new sources introduced by other groups researching the same side of the debate as the student; the third section might be a discussion of which resources the student has chosen as the “best,” given the additional layer of information proffered by the group discussions. If students choose to keep some of their original sources and add in new resources, this discussion could serve as the conclusion to their paper.

Another way to approach the written essay is to have students critique their sources (and their classmates’ sources) using the criteria discussed in the guides provided below. Students could then elaborate on what they initially considered a good resource prior to the larger class presentations (and their work with the documents available in those web links) and any alterations in their thinking that occurred as this project continued. This approach would offer a metacognitive layer to the project, where students could contemplate how their thinking was expanded by their work with others and/or the use of tools for evaluating credible sources.

Weaker students might have problems formulating their search terms. The following guidelines can be distributed to help students with this task:

- How to Search Online Successfully:

Eliot Soloway, a professor at the University of Michigan School of Education, suggests that students follow these steps:

1. Phrase your search as a question.

2. Think of the important words in that question. Then think of words that are related to the important words. Write all the words down.
3. Go to your favorite search engine.
4. Type in two or three words from your list, making sure they are spelled correctly, then search. Open a new window, type them in again, in a different order, and search again.
5. Identify the common links between the two searches.

Read the very brief summaries provided.

6. When you chose a website, open the page in a new window so that you can go back to your list of hits.
7. Open a text editor window. Copy and paste the site's URL (address) into that window and follow it with an annotation of your own.

Do that for five sites.

8. See if you have found the answer you were looking for. If not, reformulate your question to come up with new keywords.

From Lori Leibovich, "Choosing Quick Hits Over the Card Catalog." *The New York Times* 10 August 2000, D6.

TCCRS Cross-Disciplinary Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Key Cognitive Skills</i>			
B.1. Consider arguments and conclusions of self and others.		✓	✓
D.1. Self-monitor learning needs and seek assistance when needed.	✓	✓	✓
D.3. Strive for accuracy and precision.	✓	✓	✓
D.4. Persevere to complete and master tasks.	✓	✓	✓
E.1. Work independently.	✓	✓	✓
E.2. Work collaboratively.		✓	✓
F.2. Evaluate sources for quality of content, validity, credibility, and relevance.		✓	✓
<i>II. Foundational Skills</i>			
A.5. Analyze textual information critically.	✓	✓	✓
B.1. Write clearly and coherently using standard writing conventions.			✓
C.2. Explore a research topic.		✓	✓
C.4. Evaluate the validity and reliability of sources.	✓	✓	✓
C.5. Synthesize and organize information effectively.		✓	✓
C.6. Design and present an effective product.			✓
E.1. Use technology to gather information.	✓	✓	✓
E.3. Use technology to communicate and display findings in a clear and coherent manner.			✓

TCCRS English/Language Arts Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Writing</i>			
A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.	✓	✓	✓

A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	✓	✓	✓
A.3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.	✓	✓	✓
A.4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.			✓
A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.			✓
<i>II. Reading</i>			
A.1. Use effective reading strategies to determine a written work's purpose and intended audience.	✓	✓	✓
A.2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	✓	✓	✓
A.3. Identify explicit and implicit textual information including main ideas and author's purpose.	✓	✓	✓
A.4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	✓	✓	✓
A.5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	✓	✓	✓
A.8. Compare and analyze how generic features are used across texts.	✓	✓	✓
A.9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	✓	✓	✓

A.11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	✓	✓	✓
<i>III. Speaking</i>			
B.2. Participate actively and effectively in group discussions.		✓	✓
<i>IV. Listening</i>			
B.3. Listen actively and effectively in group discussions.		✓	✓

TEKS Standards Addressed

Choosing the Best Websites - Texas Essential Knowledge and Skills (TEKS): English Language Arts and Reading
110.34.b.8. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.
110.34.b.9. Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: 110.34.b.9.A. Summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion. 110.34.b.9.C. Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.
110.34.b.10. Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: 110.34.b.10.A. Evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text. 110.34.b.10.B. Draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.
110.34.b.12. Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: 110.34.b.10.A. Evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts. 110.34.b.10.B. Evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media. 110.34.b.10.C. Evaluate how one issue or event is represented across various media to

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<p>understand the notions of bias, audience, and purpose. 110.34.b.10.D. Evaluate changes in formality and tone across various media for different audiences and purposes.</p>
<p>110.34.b.13. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: 110.34.b.13.A. Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea. 110.34.b.7.B. Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning. 110.34.b.7.C. Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases. 110.34.b.7.D. Edit drafts for grammar, mechanics, and spelling. 110.34.b.7.E. Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>
<p>110.34.b.18. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.</p>
<p>110.34.b.19. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>

Choosing the Best Websites to Support Your Argument

Introduction

Identifying, analyzing, and utilizing the Internet for research is an academic skill needed now and for the rest of your life. You will work both individually and collaboratively to identify and to make a preliminary analysis of Internet sources that support and oppose controversial arguments. You will then be introduced to analysis tools that will enable you to reevaluate your sources to identify those that are most credible, accurate, and consistently reliable. This process will prepare you to choose the websites that supply the most legitimate information for your side of a debate.

Directions

Getting Started

1. Your instructor will indicate the controversial issue and the position on it that you are to defend.
2. Search the Internet for sources and arguments that support your assigned position.
3. Read through these sources, and decide which ones have the most reliable and accurate information.
4. Identify what you believe are the best three sources you have found.

Investigating

1. You will be placed into a group of four or five students. Collaboratively, each member of the group should share the top three sources that he or she found.
2. Go through the same procedure described in step 3 (above), but this time use the criteria found in the *Evaluating Information Found on the Internet* handout to evaluate each website. Be sure that you fill out a *Website Evaluation Checklist* for each site.
3. Identify, as a group, what you now believe are the top three sources you have found.
4. Present the three sources and the justification for their selection to the entire class.

5. Listen to the presentations and arguments of the other groups, including both groups working on the same side of the issue as you are as well as those groups working on the other side.

Drawing Conclusions

1. Move back into your original group.
2. Collaboratively apply the information you learned from the other groups' presentations to your group's three sources.
3. Work collaboratively to reevaluate the sources to determine their effectiveness, accuracy, and credibility.
4. Re-prioritize the sources in terms of the top three and list your justifications for their selection.
5. Present your new findings as a group.

Each student will work independently and write a 3-4 page evaluative essay justifying your group's chosen sources. Be sure to use concrete details from your research.

Website Evaluation Checklist

	Title and URL of page you are evaluating:
Personal page or site?	<input type="checkbox"/> present in URL? ~, %, users, members, people
What type of domain is it? Appropriate for the content?	<input type="checkbox"/> com <input type="checkbox"/> org/net <input type="checkbox"/> edu <input type="checkbox"/> gov/mil/us <input type="checkbox"/> non-US_____ <input type="checkbox"/> other:
Publisher or domain name entity:	Published by entity that makes sense? Does it match the name of the site?
Who wrote the page?	<input type="checkbox"/> Email <input type="checkbox"/> Name: <input type="checkbox"/> Not available
Credentials on this subject? (Truncate the URL if no useful links.)	Evidence?
Is there a date listed for the creation of the material or its most recent update?	Date _____ Current enough for your purpose?
Sources documented with links or notes? Can you verify that quoted text was not altered or forged?	
Links to more resources? Do they work?	
Evidence of bias?	
Search URL in http://www.alexacom, click on "Site info for ..."	Who owns the domain? Who links to the site?
Is the page rated well in a directory? http://www.lii.org or http://infomine.ucr.edu or http://www.about.com	
Which blogs link to it? What do they say? http://www.blogsearch.google.com	
Look up the author in Google	
Why was the page put on the Web?	<input type="checkbox"/> Inform <input type="checkbox"/> Persuade <input type="checkbox"/> Sell <input type="checkbox"/> Entertain (Satire or parody?) Other:

<p>Useful Facts Found:</p>
<p>Useful Arguments Found:</p>

BOTTOM LINE: Is the website appropriate for your purpose?

Adapted from Teaching Library, UC Berkeley – Spring 2009
(<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>)

[Home](#) > [Research Help](#) > [General Research Help Topics](#) > [Evaluating Internet Information](#) > [Evaluating Internet information](#)

Evaluating Information Found on the Internet

The World Wide Web offers information and data from all over the world. Because so much information is available, and because that information can appear to be fairly "anonymous", it is necessary to develop skills to evaluate what you find. When you use a research or academic library, the books, journals and other resources have already been evaluated by scholars, publishers and librarians. Every resource you find has been evaluated in one way or another before you ever see it. When you are using the World Wide Web, none of this applies. There are no filters. Because anyone can write a web page, documents of the widest range of quality, written by authors of the widest range of authority, are available on an even playing field. Excellent resources reside along side the most dubious. The Internet epitomizes the concept of *Caveat lector: Let the reader beware*. This document discusses the criteria by which scholars in most fields evaluate print information, and shows how the same criteria can be used to assess information found on the Internet.

What to consider:

[Authorship](#)

[Publishing body](#)

[Point of view or bias](#)

[Referral to other sources](#)

[Verifiability](#)

[Currency](#)

[How to distinguish propaganda, misinformation and disinformation](#)

[The mechanics of determining authorship, publishing body, and currency on the Internet](#)

Authorship is perhaps the major criterion used in evaluating information. Who wrote this? When we look for information with some type of critical value, we want to know the basis of the authority with which the author speaks. Here are some possible filters:

- In your own field of study, the author is a well-known and well-regarded name you recognize.
- When you find an author you do not recognize:
 - the author is mentioned in a positive fashion by another author or another person you trust as an authority;
 - you found or linked to the author's Web/Internet document from another document you trust;
 - the Web/Internet document you are reading gives biographical information, including the author's position, institutional affiliation and address;
 - biographical information is available by linking to another document; this enables you to judge whether the author's credentials allow him/her to speak with authority on a given topic;
 - if none of the above, there is an address and telephone number as well as an e-mail address for the author in order to request further information on his or her work and professional background. An e-mail address alone gives you no more information than you already have.

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The publishing body also helps evaluate any kind of document you may be reading. In the print universe, this generally means that the author's manuscript has undergone screening in order to verify that it meets the standards or aims of the organization that serves as publisher. This may include peer review. On the Internet, ask the following questions to assess the role and authority of the "publisher", which in this case means the server (computer) where the document lives:

- Is the name of any organization given on the document you are reading? Are there headers, footers, or a distinctive watermark that show the document to be part of an official academic or scholarly website? Can you contact the site webmaster from this document?
- If not, can you link to a page where such information is listed? Can you tell that it's on the same server and in the same directory (by looking at the URL)?
- Is this organization recognized in the field in which you are studying?
- Is this organization suitable to address the topic at hand?
- Can you ascertain the relationship of the author and the publisher/server? Was the document that you are viewing prepared as part of the author's professional duties (and, by extension, within his/her area of expertise)? Or is the relationship of a casual or for-fee nature, telling you nothing about the author's credentials within an institution?
- Can you verify the identity of the server where the document resides? Internet programs such *dnslookup* and *whois* will be of help.

- Does this web page actually reside in an individual's personal Internet account, rather than being part of an official website? This type of information resource should be approached with the greatest caution. Hints on identifying personal pages are available in [Understanding and Decoding URLs](#).

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Point of view or bias reminds us that information is rarely neutral. Because data is used in selective ways to form information, it generally represents a point of view. Every writer wants to prove his point, and will use the data and information that assists him in doing so. When evaluating information found on the Internet, it is important to examine *who* is providing the "information" you are viewing, and what might be their *point of view* or *bias*. The popularity of the Internet makes it the perfect venue for commercial and sociopolitical publishing. These areas in particular are open to highly "interpretative" uses of data.

Read [Information and its Counterparts: Propaganda, Misinformation and Disinformation](#) for learn more about "interpretational views" that exceed the facts.

Steps for evaluating point of view are based on authorship or affiliation:

- First, note the URL of the document. Does this document reside on the web server of an organization that has a clear stake in the issue at hand?
 - If you are looking at a corporate website, assume that the information on the corporation will present it in the most positive light.
 - If you are looking at products produced and sold by that corporation, remember: you are looking at an advertisement.
 - If you are reading about a political figure at the website of another political party, you are reading the opposition.
- Does this document reside on the web server of an organization that has a political or philosophical agenda?
 - If you are looking for scientific information on human genetics, would you trust a political organization to provide it?
 - **Never assume that extremist points of view are always easy to detect. Some sites promoting these views may look educational.** To learn more, read "[Rising Tide: Sites Born of Hate](#)", *New York Times*, March 18, 1999. (This link will take you to the online edition of the *Times*; you must register, free of charge, to view the article).

Many areas of research and inquiry deal with controversial questions, and often the more controversial an issue is, the more interesting it is. When looking for information, it is *always* critical to remember that everyone has an opinion. Because the structure of the Internet allows for easy self publication, the variety of points of view and bias will be the widest possible.

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Referral to and/or knowledge of the literature refers to the context in which the author situates his or her work. This reveals what the author knows about his or her discipline and its practices. This allows you to evaluate the author's scholarship or knowledge of trends in the area under discussion. The following criteria serve as a filter for all formats of information:

- The document includes a bibliography.
- The author alludes to or displays knowledge of related sources, with proper attribution.
- The author displays knowledge of theories, schools of thought, or techniques usually considered appropriate in the treatment of his or her subject.
- If the author is using a new theory or technique as a basis for research, he or she discusses the value and/or limitations of this new approach.
- If the author's treatment of the subject is controversial, he or she knows and acknowledges this.

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Accuracy or verifiability of details is an important part of the evaluation process, especially when you are reading the work of an unfamiliar author presented by an unfamiliar organization, or presented in a non-traditional way. Criteria for evaluating accuracy include:

- For a research document, the data that was gathered and an explanation of the research method(s) used to gather and interpret it are included.
- The methodology outlined in the document is appropriate to the topic and allows the study to be duplicated for purposes of verification.
- The document relies on other sources that are listed in a bibliography or includes links to the documents themselves.
- The document names individuals and/or sources that provided non- published data used in the preparation of the study.

- The background information that was used can be verified for accuracy.

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Currency refers to the timeliness of information. In printed documents, the date of publication is the first indicator of currency. For some types of information, currency is not an issue: authorship or place in the historical record is more important (e.g., T. S. Eliot's essays on tradition in literature). For many other types of data, however, currency is extremely important, as is the regularity with which the data is updated. Apply the following criteria to ascertain currency:

- The document includes the date(s) at which the information was gathered (e.g., US Census data).
- The document refers to clearly dated information (e.g., "Based on 1990 US Census data.").
- Where there is a need to add data or update it on a constant basis, the document includes information on the regularity of updates.
- The document includes a publication date or a "last updated" date.
- The document includes a date of copyright.
- If no date is given in an electronic document, you can view the directory in which it resides and read the date of latest modification.

If you found information using one of the search engines available on the Internet, such as Google or InfoSeek, a directory of the Internet such as Yahoo, or any of the services that rate World Wide Web pages, you need to know:

- **How the search engine decides the order in which it returns information requested. Some Internet search engines "sell" top space to advertisers who pay them to do so.** Read [Pay for Placement?](#) from Searchenginewatch.com.
- That Internet search engines aren't like the databases found in libraries. Library databases include subject headings, abstracts, and other evaluative information created by information professionals to make searching more accurate. In addition, library databases index more permanent and reliable information.
- How that search engine looks for information, and how often their information is updated. An excellent source for search engine information is [Search Engine Showdown](#), written by Greg R. Notess.

All information, whether in print or by byte, needs to be evaluated by readers for authority, appropriateness, and other personal criteria for value. **If you find information that is "too good to be true", it probably is. Never use information that you cannot verify.** Establishing and learning criteria to filter information you find on the Internet is a good beginning for becoming a critical consumer of information in all forms. "Cast a cold eye" (as Yeats wrote) on everything you read. Question it. Look for other sources that can authenticate or corroborate what you find. Learn to be skeptical and then learn to trust your instincts.

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(<http://guides.library.jhu.edu/evaluatinginformation>)