MODULE 4: DOWNLOADABLE PACKET

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MODULE 4: TEACHING SOURCE CITATION

Module 4: Getting Started

OVERVIEW AND TO-DO LIST

Overview

Let's work on Module 4: Teaching Source Citation

Objective

This module targets **Course Objective 4: Develop an understanding of the principles of teaching source citation.** By the end of the module, you will be able to accomplish the following **Module Objectives:**

- **4.1.** Learn teaching strategies for paraphrasing, summarizing, and quoting;
- **4.2.** Develop strategies for teaching integration of sources;
- **4.3.** Apply key concepts to a writing prompt for source integration and references.

To-Do List

Below are the tasks you need to complete in Module 4 with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks, depending on your experience with and interest in the topic.

Module 4: Getting Started

- Read this Module 4: Overview and To-Do List page (10 mins)
    - Watch the Module 4: Introduction video (10 minutes)

Module 4: Integrating Sources

- Watch the Module 4: Teaching Source Integration in Academic Writing video (20 minutes)
- Read the content page Module 4: Using Sources Ethically (15 minutes)

Module 4: Strategies for Source Use

- Read the content pages for Module 4: Strategies for Source Use
    - Module 4: Writing Summaries (15 minutes)
    - Module 4: Quoting and Paraphrasing (15 minutes)
    - Module 4: When to Summarize, Quote, or Paraphrase (15 minutes)



"Person holding ballpoint pen writing on white paper" by STIL via Unsplash is licensed under the Unsplash license

- Complete the optional task Module 4: OPTIONAL Discussion: Struggles with Using Sources (30 minutes)

Review

- Take the assessment on Module 4 Quiz (30 minutes)
- Respond to the optional task Module 4: OPTIONAL Teaching Journal: Summary and Response Essay Prompt (45 minutes)
- Watch the Module 4: Summary video (10 minutes)

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MODULE 4: INTRODUCTION

Video: Module 4 Introduction

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Watch this Module 4 Introduction video that introduces you to the most important aspects of this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Module 4 Introduction

Welcome to Module 4 Teaching Source Citation!

In Module 4, we will:

- discuss why and how writers use sources;
- discuss plagiarism, how to identify it, and how to help students avoid it;
- introduce you to strategies for using sources and teaching source use.

You will learn from short videos and readings about:

- teaching source integration;
- using sources ethically;
- strategies for source use;
- writing summaries;
- quoting and paraphrasing.

To help you better understand how key concepts work in actual teaching, we will demonstrate them in:

- a handout with example paraphrasing;
- a sample writing prompt that asks students to use sources.

You will also have opportunities to interact with each other and engage in:

- a discussion about struggles with using sources responsibly

To learn 'by doing' and apply your new knowledge, you will work on an OPTIONAL Teaching Journal entry. Specifically, you will:

- write a prompt for a Summary and Response essay.

Your work will be evaluated throughout the module and at the end of the module with help of:

- Module 4 Quiz.

We look forward to working with you in Module 4!

Module 4: Integrating Sources

MODULE 4: TEACHING SOURCE INTEGRATION IN ACADEMIC WRITING

 **Video: Teaching Source Integration in Academic Writing - Guest Speaker**

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Watch this video presentation by one of our invited speakers, Dr. Mark Visonà, where he highlights the importance of teaching students how to use outside sources to support their own ideas.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Teaching Source Integration in Academic Writing - Guest Speaker

Hello everyone! I'm Dr. Mark Visonà. I have a PhD in Linguistics, and my specialization is in sociolinguistics with an emphasis on studying language in online contexts.

I will be introducing you to teaching source integration in academic writing. It's a topic that I have addressed a lot in the academic writing courses I have taught, both at the secondary and university level.

In this video we will briefly consider:

- the importance of teaching source integration;
- a framework for integrating sources known as the BEAM model; and
- citation styles common to academic writing.

To start with, I would like to say that the quality of academic writing largely depends on using outside sources. Using source materials responsibly is very important. That's why writing instructors must teach students how to integrate various sources to present their own original opinions and arguments.

As teachers, we need to help our students understand the difference between a text that is plagiarized and a text that correctly acknowledges outside sources. We also have to help students stay away from plagiarism. In other words, students should not copy somebody else's words and ideas without giving them credit.

One way to approach teaching source use is to have students think about the purpose - why they want to integrate certain sources. Joseph Bizup (2008) proposed a useful model, called the BEAM model, that can guide teachers and students in this regard. BEAM stands for:

- Background information
- Exhibiting information
- Argument information
- Method information

According to the BEAM model, students can use sources to give background information by defining a concept or describing the context of their topic. Exhibiting information means that they can refer to an example from a source that can be analyzed or interpreted in an original way. Also, they can use information from a source as an argument that supports or challenges a particular view on the topic. Finally, students can use a source of methods providing information to support their own understanding of the topic.

When using sources for any of these purposes, students must carefully acknowledge each source. They should do that in two main ways. When the information is integrated directly into the text, credit to the author is given in short form – we call this in-text citation. In-text citations usually include the name of the author and the year of publication. The second way is to give the full citation, with all the details about the source. Full citations are provided at the end of the text – in a list called Works Cited or References.

Both in-text citations and full references have to be presented according to style-specific rules. There are different citation styles with style-specific rules. Students may need to learn the citation rules of styles such as MLA (which stands for Modern Language Association [https://www.mla.org/MLA-Style]), APA (which stands for American Psychological Association [https://apastyle.apa.org]), or Chicago [https://www.chicagomanualofstyle.org/home.html] from the style guide that is most appropriate to their discipline and rhetorical situation.

The MLA style is used mostly by disciplines such as literature, language arts, cultural studies, philosophy, and others that engage deeply with specific texts. APA is used in education, psychology, linguistics and other similar sciences. Because it is used in both education and linguistics, you can see examples of this format in the reference sections throughout this course. And the Chicago style is generally preferred by business, history, and the fine arts.

In general, citing may seem like a no-brainer, but in fact attending to citations requires learning, practice, and spending time to do everything correctly. I hope my short presentation will give you a good start as you learn about teaching source citation.

Thank you for watching!

Optional: Additional engagement

Writers use outside sources to add content and credibility to their work. Integrating outside words and ideas can be challenging, especially to students. Consider the following questions after you watch the video:

- Why is it important that students learn how to use source material responsibly?
- Is it easy for teachers to detect plagiarism? Why?
- What resources can you use in teaching how to cite academic work?

Reference:
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Bizup, J. (2008). BEAM: A rhetorical vocabulary for teaching research-based writing. Rhetoric Review 27 (1). 72-86.

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MODULE 4: USING SOURCES ETHICALLY

Please note: **Words in bold** can be found in the Course Glossary.

Academic writers use material from outside sources for a variety of purposes, such as building background knowledge or supporting their own ideas or theories. When writers cite the work of experts or outside sources, readers are more likely to trust them. In other words, citations help writers add **credibility** to their writing. For that, the sources must be used ethically and thoughtfully.



"Books beside window during sunset" by John-Mark Smith via Unsplash is licensed under the Unsplash license

Academic integrity and plagiarism

An important expectation is to keep academic integrity. **Academic integrity** means being honest and making clear what has been written or said by others. This is as important for students as it is for professionals publishing their work. That is why many institutions have policies regarding academic integrity. Course syllabi also contain a section about that, as shown in the Sample of Academic Writing Course Syllabi Handout. So, what is plagiarism and why does it happen? **Plagiarism** can be simply defined as using someone else's ideas or words as your own, or copying something without citing the original source. Students may plagiarize for a variety of reasons, so teachers need to help them understand the problems leading to plagiarism. Here are some problems and possible solutions for addressing improper use of sources.

Examples of Student Problems and Possible Teacher Solutions

Student Problem	Teacher Solution
Limited language skills (e.g., *"I don't know how to say this another way."* Or, *"They say it so much better than me."*)	Practice paraphrasing strategies, demonstrate how to use quotations, and explain how writing something in your own words is a way of demonstrating learning.
Lack of time or planning (e.g., *"I didn't keep track of sources."* Or, "*I ran out of time.*")	Help students create a plan for managing time and tracking source material.
Not knowing the rules of source use (e.g., "*I don't know how to do in-text citations correctly."*	Teach and model citation style rules, and offer opportunities for practice and feedback on students' use of sources

As you know from Dr. Mark Visonà's Video: Teaching Source Integration in Academic Writing - Guest Speaker, there are different citation styles with style-specific rules. Students can learn the citation rules of styles such as MLA, APA, and Chicago from the style guide that is most appropriate to their discipline and rhetorical situation. In this course, we are giving credit to original creators of some content using the APA style because this is the style used in teacher training materials and also in the field of linguistics.

When and how to cite

When integrating sources in writing, they must be cited (or referenced) both in the text where the information or words are used (**in-text citations**) and at the end of the text (in a list of **Works Cited** or **References**). Writers need to provide in-text citations any time they use an outside source. They can include the original author's words as a **quotation**. They can also express the original author's ideas in their own words as a **paraphrase**. Or, they can present a larger part of the original author's text as a **summary**. We will give more information on how to paraphrase, quote, and summarize later in this module.

Each style has its own rules for in-text citations and for the **Works Cited** or **References** list. In the APA style, an in-text citation includes the author's last name and the year when the source was published. For direct quotes, the page number or paragraph number (for online sources) also have to be included. Here is an example of an in-text citation. The sentence is written in our own words, but the idea came from an outside source. The names of the authors and the year are included in the in-text citation, which is enclosed in parentheses "()" before the period to end the sentence.

Example: APA in-text citation for quotation and paraphrase

Direct quotation: *"When we talk with others, the details we provide help our listeners better understand our ideas. Providing details and support for our ideas is called development" (Reid & Kowalski, 2021, para. 1).*

Paraphrase: *When we develop our main idea, we add specifics to help make the generalizations more concrete or tangible (Reid & Kowalski, 2021, para. 1).*

In addition to citing the sources within the text, the full information about them must be provided as a Reference list at the end. This list provides helpful information for readers, such as the publisher, place of publication, and link (if there is one). See how the example in-text citation above is expanded in the list of references below.

Example: APA full citation

Reference
Reid, S., & Kowalski, D. (2021). Developing your ideas. The WAC Clearinghouse. Colorado State University. https://wac.colostate.edu/resources/writing/guides/ideas

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Optional: Additional engagement

Think about what you have learned so far and write a few ideas about the following questions:

- Why do academic writers cite outside sources?
- Why do students plagiarize?

Additional Resources:
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- The Purdue Online Writing Lab and The Excelsior College Online Writing Lab: These are examples of online style guides.

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- Using Evidence in Academic Writing: Avoiding Plagiarism: This is an American English webinar with more information on plagiarism and source use.
- Here is an alternative video link for Using Evidence in Academic Writing: Avoiding Plagiarism.

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Module 4: Strategies for Source Use

MODULE 4: STRATEGIES FOR SOURCE USE

Let's learn about teaching summarizing, paraphrasing, and quoting!

In this part of Module 4, you will learn from three short readings:

1. Writing Summaries
2. Quoting and Paraphrasing
3. When to Summarize, Quote, or Paraphrase



"Black frames eye glasses on book page" by Jackson Films via Unsplash is licensed under the Unsplash license

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Optional: Additional engagement

As a warm-up, write down your ideas about the following questions:

- When is it appropriate to give credit to a source?
- What are the most popular ways of integrating sources in texts?

Keep your notes to compare with those presented in the following content pages.

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MODULE 4: WRITING SUMMARIES

Please note: **Words in bold** can be found in the Course Glossary.

A **summary** is used to convey another person's work, idea, or opinion. Summaries can be used in a variety of genres, like abstracts, movie reviews, literature reviews, and research articles. The characteristic features of summaries are:

- contain fewer words than in the original source;
- are limited to the main idea(s) of the source;
- are objective, not changing the meaning of the source.

Summaries can be used as support for a paper to add credibility and content to a writer's work. They can also be used as a way to respond to a reading, as in the following writing tasks explained by Salahub et al. (2018, para. 15-17):



"Person writing on white notebook" by JESHOOTS.COM via Unsplash is licensed under the Unsplash license

- **Agreement/Disagreement Response**: the writer summarizes the original author's point of view, then responds with how their own point of view is similar to or different from the original text.
- **Interpretive/Reflective Response**: The writer focuses on a small portion of a text, explaining it in detail and offering a connection to their own thoughts and experiences.
- **Analytic Response**: The writer breaks down and analyzes the aspects of the text, such as the context, content, style, and organization.

Structuring a summary

A summary should be clearly organized. Here is an outline of how to structure a summary from Gagich and Zickel (2018).

Introduction: A summary's introduction should give key background information about the original source, such as the author, date and place of publication. It should also briefly express the main idea.

Body: The body of a summary depends on its purpose. Typically, it includes the main points of the source text. For example, if the purpose is to analyze the original piece, the summary will include specific details from the text. If the purpose is to relate it to the writer's own, or someone else's, ideas as a part of a larger piece of writing, the summary will contain just the relevant points.

Conclusion: The conclusion typically restates the most important ideas from the original text. It may contain a transition to make a connection to the writer's next idea.

Example: Summary structure

- **Introduction**: *In "Inquiry Notebooks for Twenty-First-Century Skill Development," published in English Teaching Forum 2020, Kelly Wonder explains how inquiry notebooks can be used to incorporate inquiry-based learning and develop twenty-first-century skills.*
- **Body**: *The article gives suggestions for using the notebooks in courses and provides a range of specific prompts designed to help learners think more critically and carefully over time.*
- **Conclusion**: *Using this tool over time can help students simultaneously build language proficiency and critical thinking skills.*

You can download the source article "Inquiry Notebooks for Twenty-First-Century Skill Development" article here, or you can access this article online.

Activities for teaching summary writing
Here are some ideas to help students work with a source that they want to summarize.

- **Reviewing**: Ask students to describe their favorite movie or book. Ask them what details are important and why. For an extra challenge, tell the students to use fewer words. Or, ask them to take out the name of the movie and characters and have classmates guess the movie.
- **Reverse outlining**: Ask students to create an outline based on the original text. Use this to identify the author's main ideas and connections between them.
- **Summarizing language**: Give students several model summaries. Ask them to identify words and phrases indicating that the authors summarize information from outside sources (e.g., a*ccording to, in short*, *in brief*, *altogether*).



Optional: Additional engagement

Reflect on when and how to best teach students to summarize. Consider the following questions:

- When would your students need to write summaries?
- How would you explain summary writing to them?

References I:
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Wonder, K. (2020). Inquiry notebooks for twenty-first-century skill development. *English Teaching Forum*, *58*(3), 20-29. https://americanenglish.state.gov/resources/english-teaching-forum-2020-volume-58-number-3

References II:
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Gagich, M., & Zickel, E. (2018). *In Practice: A guide to rhetoric, genre, and success in first-year writing*. MSL Academic Endeavors. https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric

References III:
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Salahub, J., Reid, S. & Palmquist, M. (2018). *Helping students summarize and respond to texts*. The WAC Clearinghouse. https://wac.colostate.edu/resources/teaching/guides/summary-response

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MODULE 4: QUOTING AND PARAPHRASING

Please note: **Words in bold** can be found in the Course Glossary.

Quoting
Quoting means copying an expression, sentence, or larger part of text from a source. Quotes integrated into a new text are surrounded by quotation marks to credit the source.

Using the words of others can be tricky. The main job of a writer is to think carefully about why they want to use the exact same words. Is it because there is no better way to express a specific idea? Or, is it because an expression is great, and changing it would make the idea lose its effect? Trying to only fill the content of a new text should not be a reason for using quotes. Quotations should be used if the writer wants to:

- present precise evidence to argue a point;
- present a precise and strong opinion expressed by another author;
- define something or mention something very technical that cannot be expressed precisely in the writer's own words;
- establish the position of another person as separate from the writer's own position.

To effectively integrate a quotation, the writer needs to include their own words in the same sentence to give the quotation appropriate context. Below are some easy-to-use templates, also called **sentence frames**, for doing source introduction. These templates can be modified depending on the context and the writer's purpose for quoting. Keep in mind that using short quotes from the original text is recommended because that makes it easier for readers to follow the writer's ideas. The below frames are from Graff, Birkenstein, and Maxwell (2014, p. 46):



"Live fully create happiness speak freely decor" by Ty Williams via Unsplash is licensed under the Unsplash license

Example: Sentence frames for introducing quotations

Author X states, "_____."
As the world expert on the topic, Author X, explains it, "_____."
As claimed by Author X, "_____."
In her article (Title), Author X suggests/describes/contends that "_____."
From Author X's perspective, "_____."
Author X concurs/agrees/disagrees when she notes, "_____."

After using a quotation in the sentence, writers should explain in their own words how it fits with the idea of their text. Graff, Birkenstein, and Maxwell (2014) provide the following sentence frames with signal phrases for explaining quotations:

Example: Sentence frames for explaining quotations

In other words, Author X asserts _____.
In making this claim, Author X is saying that _____.
Author X is insisting/explaining/describing/indicating/arguing that _____.
This demonstrates that _____.
What Author X really means is that _____.
The basis of Author X's point is that _____.

Paraphrasing

Paraphrasing means expressing the meaning of a piece of text from a source in the writer's own words. It can be about the same length or shorter than the original.

To paraphrase effectively, writers must have a clear understanding of the source material. Effective paraphrasing allows writers to keep their own voice and still give credit to the original source. Here are some guidelines for successful paraphrasing recommended by Gagich and Zickel (2018).

- In-text citations must be provided for paraphrases.
- Paraphrases must have both unique vocabulary and sentence structure. It is not enough to just switch out words. This is called **patchwriting** and is considered unethical.
- Paraphrases should have signaling words or phrases to show where the information from the source text begins.
- When writers cannot or do not want to change certain key terms, they should use quotations ("") to indicate that those words are not their own.

To see examples of paraphrasing, both successful and unsuccessful, see the Paraphrase Examples Handout.

Optional: Additional engagement

Now let's consider the following questions about paraphrasing and quoting sources.

- How is a paraphrase different from a summary?
- How is a quote different from a paraphrase?

References I:

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Graff, G., Birkenstein, C., & Maxwell, C. (2014). *They say, I say: The moves that matter in academic writing*. Gildan Audio.

References II:
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Gagich, M., & Zickel, E. (2018). *A guide to rhetoric, genre, and success in first-year writing*. MSL Academic Endeavors. https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric

Additional Resource:
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How to Quote | Citation Examples in APA, MLA & Chicago: This site gives examples of how to quote in different situations.

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MODULE 4: WHEN TO SUMMARIZE, QUOTE, OR PARAPHRASE

Please note: **Words in bold** can be found in the Course Glossary.

The way writers choose to use sources depends on different factors. Generally, writers use quoting, paraphrasing, and summarizing in the same text. Using sources only in one way can affect the quality of writing and the impression it may have on readers. Too many quotations, for example, can take away from the author's voice in the text. Therefore, it is important for students to think carefully before they decide which strategy to use and when. To help your students, give them the following questions and explanations:

Deciding When to Use a Quote, Paraphrase, or Summary

	Quotation	Paraphrase	Summary
What does it look like?	Words directly taken from the original text, without changes, in quotation marks ("").	An idea from the original text expressed in the writer's own words	A shorter presentation of the main points of the original text in the writer's own words
Why might I use it?	To showcase specific, powerful, or surprising words from the original text	• To demonstrate an understanding of the source text • To maintain my voice as a writer	• To give background information or another perspective on the topic • To maintain my voice as a writer
Do I need a citation?	YES!	YES!	YES!
Example	*"Use paraphrasing instead of direct quote unless you have compelling reasons to preserve the exact language of the original text. Often, the reason to preserve the original text in a direct quote is because that text uses specialized language that you can't easily rephrase. As much of your work as possible should be in your own voice" (Babin et al., 2017).*	*Unless the exact wording of the original is necessary, writers should paraphrase text to keep writing in their own voice. Quotations should be used if the language uses specialized vocabulary that can't be paraphrased* (Babin et al., 2017).	*Babin et al. (2017) describe why paraphrases are often preferable to quotations.*

Optional: Additional engagement

As you know from the materials you have studied so far, summarizing, quoting, and paraphrasing are important strategies for writers to integrate sources into their new texts. Now think about these additional questions:

- Why might a writer choose one strategy for integrating a source over another?
- What are the features of text that integrate sources skillfully?

Reference:

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Babin, M., Burnell, C., Pesznecker, S., Rosevear, N., & Wood, J. (2017). *The word on college reading and writing.* Open Oregon Educational Resources. https://openoregon.pressbooks.pub/wrd

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MODULE 4: OPTIONAL DISCUSSION: STRUGGLES WITH USING SOURCES

You Decide This task is OPTIONAL

Discussion

Let's take some time to discuss using sources in writing. Reflect on and write about your own experience teaching and writing with sources, both as a student and as a teacher. Consider the following questions as you prepare your response:

- **What challenges have you faced in writing with sources?**
- **Why is integrating sources challenging for student writers?**
- **How do you think you may teach your students to use sources responsibly?**



"Group of people standing beside a body of water" by Andrea Piaquadio via Unsplash is licensed under the Unsplash License

How sources are used can differ based on context, and the rules can be difficult and, at times, frustrating for writers. In the United States in particular, international students may experience uncertainty, confusion, or even anxiety because the expectations for citing, paraphrasing, and quoting are different from what they know in their own academic culture.

To help you better address the questions above, we chose an example from one of our previous course participants. Read the example response below to see how this participant shared some thoughts about their source integration experience. Their ideas may be informative and inspiring when you respond to this discussion task.

Your discussion post should be between 300 and 500 words. You should give specific examples to support your ideas. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.

Example Response by Previous Course Participant

I appreciated Dr. Mark Visona's talk introducing us to source use. The information he shared and the questions we were asked to think about on that page made me think about how easy or difficult it may be for teachers to detect plagiarism. It seems easy to me. I can see when students copy from a different source and don't use quotation marks, or when they are suddenly using vocabulary that is more advanced than their level. I try to remind myself that academic writing is difficult, and if a student is doing something wrong I can help them find the problem and fix it. Using sources can be hard for students because it takes a lot of time and organization, not to mention language skills. Writers need to track where they got information from.

One specific challenge I personally have is in different citation styles. When I was a student, I learned MLA formatting. When I got to graduate school, I had to use APA. Now that I'm teaching at a university, I need to switch back and forth! It is also a challenge because styles change with time. For example, I used to underline titles when I wrote on paper. Now, I use italics on a computer.
I would like to know what citation style my classmates use, and if they have any recommendations for teaching citation in a way that would be more exciting to students.

Self-Assessment Checklist

- ☐ My response is between 300 and 500 words.
- ☐ I considered my experience with using sources and compared it with what we have learned in this module.
- ☐ I considered the difficulties I had when I needed to integrate sources in my own writing.
- ☐ I considered the difficulties that my students have or may have when they need to integrate sources in their writing.
- ☐ I considered the ways in which I would teach how to use sources responsibly.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", "Example", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

Module 4: Review

MODULE 4: QUIZ

Assess your knowledge of Module 4!

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Take the Quiz for Module 4. You can take the quiz as many times as you need. It is set up to keep the highest score. As you take the quiz, you may refer to your notes if necessary. Be sure to read the feedback after you submit your answers. Please note that you must score at least 7 out of 10 points to move on to the next module.
Good Luck!

>>>> Please note that this quiz can only be completed in Canvas. <<<<

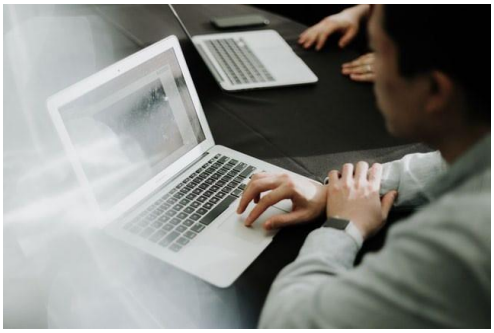
MODULE 4: OPTIONAL TEACHING JOURNAL: SUMMARY AND RESPONSE ESSAY PROMPT

You Decide This task is OPTIONAL

We continue to encourage you to keep a teaching journal. Each journal entry will help you apply what you learn to develop useful instructional materials. We will help you along the way, and we will give you samples to exemplify the materials that you will need to create. As a result, at the end of the course, you will have created an Academic Writing Course (AWC) Materials Packet, which you can use in the classroom and share with other professionals more broadly. **Here is the journal prompt for this week:**

Let's draft a Summary and Response Essay Prompt!

In Module 4, we discussed strategies for integrating sources in written texts. In this journal entry, we would like you to apply what you have learned in this module and draft your own writing assignment prompt. Note that your prompt should be process-based, as it was in the optional Teaching Journal in Module 2.



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As you draft your prompt, refer back to the learning objectives you drafted in Module 1: OPTIONAL Teaching Journal: Course Objectives.

Then, create a prompt in a way that would be appropriate for addressing one of the learning objectives you drafted in Module 1. Most importantly, the prompt should give your students the opportunity to integrate sources by summarizing, quoting, and paraphrasing.

To prepare for this task, you should first choose a reading from one of the interview scripts available on the American English open educational resource called "American Teens Talk!" You can download the "American Teens Talk!" book here, or you can access the "American Teens Talk!" webpage.

If you need guidance as you think about your prompt and the respective learning objective, you may find helpful the Sample of Writing Prompt for Summary and Response Essay Handout.

Instruct students to do the following:

- read the selected script;
- summarize the script in the first half of their essay (see Module 4: Writing Summaries);
- write their personal response to the script in the second half of the essay;
- integrate ideas from the source script with quotations and paraphrases;
- cite the script appropriately with in-text citations and a Works Cited or References list using an appropriate citation style.

Let's get started! Develop a clear prompt that will ask students to write a summary and response essay using and citing external sources.

Optional: Additional engagement

All process-based writing prompts should have these key elements: Context (description of audience and purpose), Task (requirements for essay writing), Steps (stages of the writing process that you will support in class), Evaluation criteria (description of what makes a successful essay), and resources (any texts, links, or other supporting resources).

The Sample of Writing Prompt for Summary and Response Essay Handout has all these elements. It comes from a college-level writing course for English Language Learners. It asks students to write a Summary and Response essay about an article about technology. Let's examine the key elements of this writing prompt as an example.

The first element is *Context (introduction to the rhetorical situation*) - What are students writing about and why? Who is their audience? Notice that in this prompt, the instructor identifies the purpose as summary. We discussed in this module that summaries can serve a variety of purposes.

Next is the *Task* - What are the requirements of the essay? Here, the instructor specifies that the students must both summarize the original essay and provide their own ideas on the topic. The instructor also includes information about the word count expected of the essay.

Following are the *Steps* - What are the manageable chunks that students will work on in class, including pre-writing, drafting, and revising? This instructor indicated in the list, the key checkpoints of the assignment, including annotation activities that will support the summary.
Evaluation criteria come next - What makes for a successful paper and how will it be assessed? In addition to evaluating the content, organization, and language of the essay, the instructor emphasizes academic integrity by evaluating the students' ability to paraphrase, cite sources, and accurately cover the main points of the original article.

Lastly, the *Resources* section - Where can students look for additional help? Here, the instructor indicates relevant textbook and course website materials that will support the students as they work on this writing project.



Self-Assessment Checklist

- ☐ I reflected on the module's topic and considered its relevance for my teaching context.
- ☐ I examined the examples in the Sample of Writing Prompt for Summary and Response Essay Handout.
- ☐ I made sure to clearly indicate how and why students should include citations of external sources.
- ☐ I made sure to clearly indicate that students should add References list at the end of their essay and to use appropriate formatting style for both the in-text citations and the list of References.
- ☐ I made sure to clearly indicate that students should accurately use a formatting style for both the in-text citations and the list of References.
- ☐ I made sure my prompt aligns with one of the learning objectives for the target academic writing course.

REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an opportunity to systematically record ideas for those of you who want to prepare materials for teaching an academic writing course. Please write in your own journal (a notebook or an electronic file) because this optional assignment is not to be submitted in Canvas.

"You Decide - This Task Is Optional", "Brainstorm", "Optional", and "Self-Assessment Checklist" by Iowa State University are licensed under CC BY 4.0.

MODULE 4: SUMMARY

Video: Module 4 Summary

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Watch the Module 4 Summary video to review the main ideas. This will remind you of what you have learned in this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

Transcript: Module 4 Summary

Congratulations, you have completed Module 4: Teaching Source Citation!

In this module, you learned how to cite sources. You also learned about integrating sources, including summary writing, paraphrasing, and quoting.

Let's review the key ideas!

Writers use sources for a variety of reasons:

- to give background information;
- to exhibit information that they use to analyze it in an original way;
- to use information as an argument;
- to use a source of method information to support their own ideas.

Writers integrate source material in one of three ways:

- Quotation: the source's original words in quotation marks ("");
- Paraphrase: writing the source's idea in your own words;
- Summary: writing the source's ideas in your own words in a shorter way.

Writers choose from those three ways based on what they want to do.

- Quotation: To showcase specific, powerful, or surprising words from the original text
- Paraphrase: to demonstrate an understanding of the source text, to maintain the voice of the writer;
- Summary: to give background information or another perspective on the topic.

Summaries, paraphrases, and quotations all need a citation.

Several style guides can help writers understand how to better cite information:

- Modern Language Association (MLA);
- American Psychological Association (APA);
- Chicago.

Plagiarism is unethical source use. It happens when the writer uses the words or ideas of others without giving appropriate credit.

To help students develop skills for using sources, teachers can do the following:

- demonstrate and practice how to paraphrase, quote, and summarize;
- help students create a plan for tracking source material;
- teach and model citation style rules.

We are glad that you addressed these key ideas in your:

- Discussion Struggles with Using Sources;
- OPTIONAL Teaching Journal: Summary and Response Essay Prompt.

We hope that you will effectively apply this new knowledge to your future teaching practices.

Our topic for Module 5 is Effective Assessment and Feedback in Academic Writing

MODULE 4 CHECK



Module 4: Check

Please answer one question to verify that you have completed all activities in Module 3. You must choose "yes" in order to move on in the course. This quiz will count as 1 point toward your grade.

>>>> Please note that this module check can only be completed in Canvas. <<<<

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