Workshop Presenters

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Workshop Agenda

1. Why and how do we cite?
2. Library Resources
3. Ways to Incorporate Source Material
   - Direct Quotation
   - Summary & Paraphrase
The most obvious reason you should cite your work is to avoid plagiarizing. As a scholar you should strive to always give credit to the work of other scholars and researchers when using their ideas in your work. Regardless of the format (a presentation, report, paper, etc.) you must always cite your sources. Accurately citing sources also increases your own credibility as a scholar and makes it easier for those reviewing your work to find the original source. The most common ways to cite sources are with in-text citations, reference pages, bibliographies, and footnotes (though there are other ways). There are a number of citation styles, many of which are discipline/industry specific. You should always verify with your instructor which citation style you will be expected to use.
Citing Sources: Common Elements

• Author(s)
• Publication Date
• Title (of the work)
• Book/Journal Title (may also include edition, volume, or issue where appropriate)
• DOI (for electronic articles, when available)
• URL (for web materials)
• Access Date
• Punctuation, Abbreviations, and Type
• And others...

You should expect to cite written work (like reports and papers), presentations, oral communications (both verbal and via email), images, data sets, and code created by others. While the specific format (layout) of each citation style will vary, each shares common elements depending on the type of work you are citing. These are just a few examples of the types of elements you can expect to include in a properly formatted citation. Again, not every element will be required for every type of source. Refer to the specific citation style for specifics on what is included and the appropriate format.
There are a number of resources available to help make writing properly formatted citations easier. Most citation styles have print and online versions of their manuals, some are available for checkout at the library. Many of the databases you will use will have a button that will automatically generate a citation for you. Keep in mind, many times these generated citations contain errors. You should strive to learn the basic elements and format of the citation style required for your discipline so that you can make the necessary corrections. Citation management tools (EndNote, Mendeley, Zotero, etc.) will not only help you keep track of the sources you are using, they can also automatically insert citations into your work. Just remember – garbage in, garbage out – if the incorrect information is included for a source, it will generate an incorrect citation. Again, it is important to be able to identify and correct any mistakes. The libraries also have research guides available for many of the commonly used citation styles. You can also use the Ask-A-Librarian button on lib.wvu.edu or visit the Writing Studio for one-on-one assistance. You’ll find that over time you tend to use the same types of sources, which will make it easier for your to remember how to format the citations.
Plagiarism, cheating, and dishonest academic practices can lead to serious consequences, including failing a class or expulsion from the university. The WVU Academic Dishonesty policy (http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/) clearly spells out expectations for students and penalties for failing to meet academic requirements or standards. We recommend that you take the Libraries’ Plagiarism Tutorial and Quiz to learn more: https://lib.wvu.edu/instruction/plagiarism/.
In Lunsford and Lunsford’s 2008 large-scale study, they identified the 20 errors that appeared most frequently in undergraduate student writing. Of the twenty, three related to citation and of sources.

#3 -- omitting original source

#6 -- directly quoting (showing where the words of another begin or end)

#18 -- “grammar of the quotation [does not complement] the grammar of the neighboring prose.” In essence, a quote is stuck into a paragraph without any introduction and/or explanation of its significance.

From “Top Twenty Errors in Undergraduate Writing”
Ways to Incorporate Source Material

1. Quoting
2. Summarizing
3. Paraphrasing
Direct Quotation

“Quoting borrows the exact wording used in a source and is indicated by placing quotes around the borrowed material” (Jerman).

Direct quotation used most often in student writing-- lifting words directly from a source and inserting them in your work -- indicating the words are borrowed using quotation marks. Not always the most appropriate method, but most often used because students get confused about citation and documentation rules -- “err on the side of caution using the simplest form of integration.”

From: Brianna Jerman’s: When to Quote and When to Paraphrase
Try not to rely too heavily on direct quotations. Consider your purpose for writing and quote. What’s your goal?

1. Show another writer’s claim: no dispute that you are presenting another’s argument
2. Preserve original wording: idea is presented in the best way possible, or the words themselves are impactful -- preserve that impact

Show another writer’s claim

- Draw on another’s expertise
- Address a specific argument/claim to support or rebut

E.M. White asserts “…”

The attorney argues, “…” However prior art can be found…”
"We are dead stars looking back up at the sky" (We are Dead Stars).

https://www.youtube.com/watch?v=UUo-Q8hvhB0  “We are dead stars” short from the Atlantic -- Michelle Thaller

Full quote: So what is human existence . . . It turns out it’s pretty simple: we are dead stars looking back up at the sky.
Show statements of information, opinion, or policy

In seeking to develop the capacity of households to respond to climate hazards, the Australian government via its National Climate Resilience and Adaptation Strategy states it will disseminate ‘authoritative climate information’ and ensure ‘appropriate regulatory and market frameworks are in place’ (Commonwealth of Australia 2015; p. 6).

From How are Coastal Households responding to climate change
Provide a First Person Account

In response to actions regarding a rise in sea levels, participant one stated, “All I can do is write letters to local government and ask what they are going to do about it. They need engineers to do something” (Erlic Ball et al. 20).
“Milton was great; but was he good?” asks Shirley Keeldar, the novel’s eponymous heroine:

He tried to see the first woman, but... he saw not... It was his cook that he saw; or it was Mrs. Gill, as I have seen her, making custards, in the heat of summer...

Shirley’s allusion to this passage in book 5 of *Paradise Lost*...
Define a Term

In the introduction to a recent special issue in *Community Literacy Journal*, Shannon Carter and Deborah Mutnick describe the need for a “political turn” in composition (7).

Note: Once a term is introduced, “” are no longer needed.

From: Ben Kuebrich’s, “White Guys Who Send My Uncle to Prison”
What content is quoteworthy?

Read the excerpt; why did the authors choose to quote text? Was it to:

- show another writer’s claim?
- preserve the original wording?
- show statements of information, opinion, or policy?
- analyze a passage?
- provide first person accounts?
- define a term?
Ways to Incorporate Information: Summary & Paraphrase

In your own words:

- A summary provides the gist of a text.
- A paraphrase is a slightly condensed version of a quote or passage.

Quotes, summaries, and paraphrases all require source attribution.
The Benefits of Summarizing & Paraphrasing
Summarizing and paraphrasing helps you to:
• show you know the source material well
• improve memory
• improve comprehension
• internalize ideas and apply them to other situations/contexts
Incorrect Paraphrase

Original Passage
Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final research paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

Student Essay
Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

From James Lester, Writing Research Papers.
Incorrect Paraphrase = Plagiarism

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Correct Paraphrase

Original Passage
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Student Text
In research papers, students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).
Basics Steps for Paraphrasing & Summarizing

1. Skim the source.
2. Reread the source, and highlight OR underline its main ideas/concepts
3. Use your own words, and quickly jot down a list of main ideas.
4. Turn your list into sentences.
5. Put those sentences together to form a paraphrase or summary.

Once you get past step 3, you might want to avoid looking at the original text.
Steps for Writing A Paraphrase (or a Summary).

Are email, instant messaging (IM), and text messaging on cell phones degrading the language? This question surfaces in debates among language professionals and, perhaps more important, among parents and their teenage offspring. If some traditionalists are correct, we must take swift action now, before these children are reduced to marginal literacy. But if those celebrating linguistic innovation are correct, adults should get out of the way of normal language change.

Baron, Naomi S. “Instant Messaging, and the Future of Language.”

Step 1: Skim the source text.
Step 2

Are email, instant messaging (IM), and text messaging on cell phones degrading the language? This question surfaces in debates among language professionals and, perhaps more important, among parents and their teenage offspring. If some traditionalists are correct, we must take swift action now, before these children are reduced to marginal literacy. But if those celebrating linguistic innovation are correct, adults should get out of the way of normal language change.

Reread the passage you intend to paraphrase, and highlight OR underline its main ideas/concepts.
Step 3

Are email, instant messaging (IM), and text messaging on cell phones degrading the language? This question surfaces in debates among language professionals and, perhaps more important, among parents and their teenage offspring. If some traditionalists are correct, we must take swift action now, before these children are reduced to marginal literacy. But if those celebrating linguistic innovation are correct, adults should get out of the way of normal language change.

Jot down a list of the main ideas/concepts. Use your own words to describe these ideas/concepts.
Step 4

Are email, instant messaging (IM), and text messaging on cell phones degrading the language? This question surfaces in debates among language professionals and, perhaps more important, among parents and their teenage offspring. If some traditionalists are correct, we must take swift action now, before these children are reduced to marginal literacy. But if those celebrating linguistic innovation are correct, adults should get out of the way of normal language change.
Step 5

Are email, instant messaging (IM), and text messaging on cell phones degrading the language? This question surfaces in debates among language professionals and, perhaps more important, among parents and their teenage offspring. If some traditionalists are correct, we must take swift action now, before these children are reduced to marginal literacy. But if those celebrating linguistic innovation are correct, adults should get out of the way of normal language change.

Put the sentences together to form your paraphrase.
Your Examples?
Original
Are email, instant messaging (IM), and text messaging on cell phones degrading the language? This question surfaces in debates among language professionals and, perhaps more important, among parents and their teenage offspring. If some traditionalists are correct, we must take swift action now, before these children are reduced to marginal literacy. But if those celebrating linguistic innovation are correct, adults should get out of the way of normal language change.

Paraphrased
A debate exists among the more traditional and modern thinkers regarding the effects of electronic communication on teenagers. Traditional thinkers fear that texting and other modes that shorten communication will harm a teenager’s ability to read and write proficiently. While more modern thinkers believe that such modes of communication are a natural part of language change (Baron 1).
Take Aways

• Always document source material
• Use quotes sparingly and intentionally
• Correct summaries and paraphrases are in your own words AND include source attribution.
• Writing summaries and paraphrases will help you learn.
Postworkshop Survey

tinyurl.com/yao2zxer
Visit The Eberly Writing Studio!

SUMMER HOURS
M & W - 3:00 PM - 5:00 PM
T, TH, & F - 10:30 AM - 2:30 PM
LOCATION
G02 Colson Hall
WEBSITE
http://speakwrite.wvu.edu/writing-studio
Next Workshop

Monday July 10, 3-4PM, Evansdale Library Room 234
- Technical Writing for Engineers
Works Cited


