Incorporating Source Material

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Introduction

In this workshop, participants will explore effective methods for incorporating source material in their papers.

Europeans first settled in present-day New York City in 1608. By 1656, there were only 1,000 people living there. The city's population would not reach one million until the late 1870s. This increase in population was bolstered by European immigrants who mostly sailed from the United Kingdom, Ireland, Germany, Italy, and Eastern Europe. Between 1892-1924, approximately 12 million immigrants relocated to New York City and its surrounding areas. Because many of the newly arrived people did not speak English and/or were unfamiliar with American culture, they formed communities of their own where they continued the customs of their homelands. Today, New York City is home to communities such as Little Italy, Chinatown, Little Senegal, Koreatown, and Woodlawn Heights, which has a noticeable Irish-American population.

Read the paragraph and point out each sentence that should include a citation.

Avoiding Plagiarism

Many students who plagiarize do it *unintentionally* by not properly crediting their sources.

Some types of information that must be cited include:

➔ *Statistical data*: **information that can be charted or graphed.**
➔ *Specialist information*: **information that a highly trained or educated professional would know.**

Whether you…

…directly quote, summarize, or paraphrase…

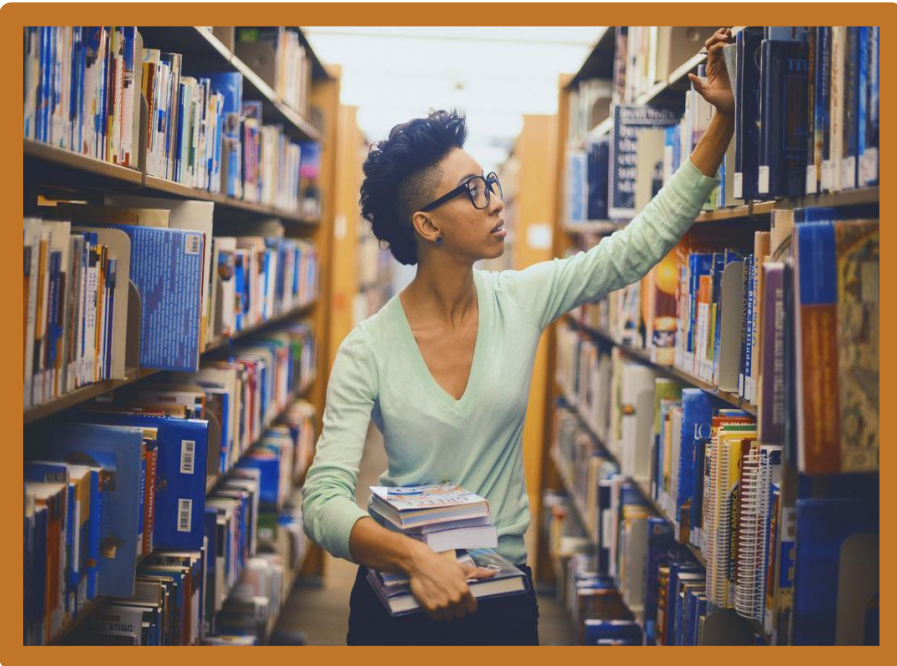**a source, you must ALWAYS give credit to the source.**

Synthesizing Sources

Blending (synthesizing) multiple sources in your research paper is like creating a conversation about your topic.

The ideas from your sources need to connect within the context of your argument.

When synthesizing sources,
ask yourself these questions:

Synthesizing Sources

- How do your sources address your research question?
- How do your sources respond to one another's ideas?
- Have you varied the functions of sources—
    - provide background
    - explain concepts
    - lend authority (ethos)
    - anticipate counterarguments

- Do you connect and analyze sources in your own voice? (paraphrase and summary)
- Is your own argument easy to identify and to understand with or without your sources?

Source: Hacker, D. (2019). *Rules for writers* (9th ed.). Bedford/St. Martin's.

To quote or not to quote....

 QUOTE when you prefer to utilize the author's words that articulate succinctly her point/argument

 PARAPHRASE when you prefer to clarify or simplify the meaning/details in your own words rather than the author's exact words

 SUMMARIZE when you prefer to condense the author/ researcher's main idea(s) rather than the details

Framing Cited Material

You must build a frame around your quotation, paraphrase, or summary to introduce the quote and to show its relevance to your argument, claim, or point.

Avoid "Hit-and-Run" Quotations

Quoted material that is not introduced and its meaning is not explained becomes a "hit-and-run" quotation.

A Typical "Hit-and-Run" Quotation

Deborah Tannen (2000) writes about academia. Academics believe "that intellectual inquiry is a metaphorical battle. Following from that is a second assumption that the best way to demonstrate intellectual prowess is to criticize, find fault, and attack" (p. 23).

I agree with Tannen. Another point Tannen makes is that.....

Source: Graff, G., & Birkenstein, C. (2018). *They Say I Say: The Moves that Matter in Academic Writing* (4th ed.). Norton.

Framing the Cited Material

- **The introductory or lead-in identifies the speaker and sets up the quotation**

- **Insert quotation, paraphrase, or summary here**

- **The follow-up offers your interpretation or explanation of its significance and/or how it is connected to your argument**

Source: Graff, G., & Birkenstein, C. (2018). *They Say I Say: The Moves that Matter in Academic Writing* (4th ed.). Norton.

introductory element →

quotation →

follow-up →

Deborah Tannen (2000), a prominent linguistics professor, complains that academia is too combative. Rather than really listening to others, Tannen insists, academics habitually try to prove one another wrong. As Tannen herself puts it, "We are all driven by our ideological assumption that intellectual inquiry is a metaphorical battle," that "the best way to demonstrate intellectual prowess is to criticize, find fault, and attack" (p. 23). In short, Tannen objects that academic communication tends to be a competition for supremacy in which loftier values like truth and consensus get lost.

Tannen's observations ring true because I have often believed that the academic pieces I read for class are negative and focus on proving another theorist wrong rather than stating a truth….

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Verbs for Introducing Quotations

X = author's, researcher's, or organizational name

Verbs for making a claim		Verbs for expressing agreement
argue	*claim*	*acknowledge*
insist	*conclude*	*admire*
observe	*assert*	*endorse*
emphasize	*offer*	*extol*
report	*reveal*	*corroborate*
suggest		*reaffirm*
		support

Verbs for Introducing Quotations

X = author's, researcher's, or organizational name

Verbs for making recommendations		Verbs for questioning or disagreeing	
advocate	*implore*	*complicate*	*deny*
call for	*urge*	*contend*	*reject*
demand	*exhort*	*contradict*	*qualify*
encourage	*warn*	*criticize*	*dispute*
		oppose	*object*

Templates for Introducing Quotations

X = author's, researcher's, or organizational name

- As _____ puts it, "_____."

- According to X, "_____."

- In her book, _____, X maintains that "_____."

- Writing in the journal *Commentary*, X complains that "_____."

- In X's view, "_____."

- X agrees when she writes, "_____."

- X complicates matters further when he writes, "_____."

Source: Graff, G., & Birkenstein, C. (2018). *They Say I Say: The Moves that Matter in Academic Writing* (4th ed.). Norton.

A.K.A. Signal Phrases

According to the New York Times, the population of New York City is 8.4 million.

The New York Police Department states the crime rate in the Bronx has been decreasing since 2014.

Residents between the ages of 45-60 prefer public transportation over ride share apps in New York City, *according to a recent joint study conducted by New York University, Columbia University, and Brooklyn College*.

Templates for Explaining Quotations

X = author's, researcher's, or organizational name

- **In other words, X believes _____.**

- **In making this comment, X urges us to _____.**

- **X is corroborating the age-old adage that _____.**

- **X's point is that _____.**

- **The essence of X's argument is that _____.**

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Read the paragraph and point out each sentence that should include a citation.

Europeans first settled in present-day New York City in 1608. *By 1656, there were only 1,000 people living there. The city's population would not reach one million until the late 1870s.* This increase in population was bolstered by European immigrants who mostly sailed from the United Kingdom, Ireland, Germany, Italy, and Eastern Europe. *Between 1892-1924, approximately 12 million immigrants relocated to New York City and its surrounding areas.* Because many of the newly arrived people did not speak English and/or were unfamiliar with American culture, they formed communities of their own where they continued the customs of their homelands. Today, New York City is home to communities such as Little Italy, Chinatown, Little Senegal, Koreatown, and Woodlawn Heights, which has a noticeable Irish-American population.

What is the purpose of the cited data?
What is the best way to introduce this data?

Let's Practice

It is clear that educational technology will continue to play a role in student and school performance.

Horn and Staker (2011) acknowledged that they focused on programs in which integration of educational technology led to improved student performance. In other schools, technological learning is simply distance learning—watching a remote teacher—and not student-centered learning that allows students to partner with teachers to develop enriching learning experiences.

STUDENT MODEL

- **Which function does this source material serve?**
  - **provide background**
  - **explain concepts**
  - **lend authority (ethos)**
  - **anticipate counterarguments**

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That said, many educators seem convinced that educational technology has the potential to help them transition from traditional teacher-driven learning to student-centered learning.

Student's claim

Note the signal phrase frames the source material; source lends authority to student's claim.

Student reinforces the point, closing (framing) the source material.

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All four schools in the Stanford study heavily relied on technology (Friedlaender et al., 2014). And indeed, Demski (2012) argued that technology is not supplemental but instead is "central" to student-centered learning (p. 33).

Note the signal phrase frames the source material; source lends authority to student's claim.

Student reinforces the point, closing (framing) the source material.

Student extends the claim with 2 additional sources.

- **Which function does each source material serve?**
  - **provide background**
  - **explain concepts**
  - **lend authority (ethos)**
  - **anticipate counterarguments**

STUDENT MODEL

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Rather than turning to a teacher as the source of information, students are sent to investigate solutions to problems by searching online, emailing experts, collaborating with one another in a wiki space, or completing online practice. Rather than turning to a teacher for the answer to a question, students are driven to perform—driven to sue technology to find those answers themselves.

For American post-secondary students, technology is integral to their academic lives. Nearly three-quarters own their own laptops, and 83% have used a course management system for an online component of a class. Online and blended learning models are even more widespread outside of the United States.

Who wrote this passage? The student writer or the source's author?

What signal phrases or framing statements can we use to indicate that this is a source's material and NOT the writer's?

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Multiethnic
methodolog
or oppresse

Take a look at these sentences that form a paragraph in Hankerson's journal article.

Reflecting on the framework a writer uses to incorporate source material, arrange these sentences in the best order.

at I adhered
tive

I discuss
context
approach

A humanizing methodological stance places dignity
and care at the forefront.

I discuss Aaron and my relationship in order to situate the context of the humanizing methodological stance that we used to approach our empirical study on written voice and composition.

In "'A Friend Who Understand Fully': Notes on Humanizing Research in a Multiethnic Youth Community," Django Paris (2011) calls a humanizing methodological stance necessary—especially when working with marginalized or oppressed groups (p. 140).

A humanizing methodological stance places dignity and care at the forefront.

Such a stance ensures the presence of ethical codes of conduct, codes that I adhered to in placing Aaron's needs always above my own interests as a qualitative researcher for this study.

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How has the writer integrated the quotation into her own text?
How has she introduced the quotation, and what if anything,
has the writer said to explain it and tie it to her own text? Based on
this workshop lesson, are there any changes you would suggest?

Voice, an author's distinctive style of expression, became a central point of discussion in composition studies around 1960. During this time advocates and critics expressed their enthusiasm and concern regarding the notion of voice in writing. Lately, however, arguments about voice have primarily gone MIA (missing in action); yet, as Peter Elbow (2007) rightfully indicates, "The concept of voice…is alive in our [composition] classrooms" (p. 169). It's alive in our composition curriculums, learning outcome statements, and textbooks, but rarely does any one in the field of composition "[come] forward any more to argue for it or even to explore very seriously why its so alive" (Elbow, p. 171). In this paper, I will attempt to do both: to argue for the importance of voice while exploring its presence in composition.

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Let's explore: How has the writer integrated the quotation into her own text?
How has she introduced the quotation, and what if anything,
has the writer said to explain it and tie it to her own text? Based on
this workshop lesson, are there any changes you would suggest?

Lately, I have been thinking about power, voice, and meaning—albeit from a writing stance. In specific, I have been thinking about the written disruptions that occur "when the subject matter is me and the voice is not mine" (Royster, 1996, p. 31). In this paper, I examine the ways in which Aaron, a young African American male from inner-city Detroit, Michigan engages with the concept of voice at home and at school—specifically, in a postsecondary first-year writing course.

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How has the writer integrated the quotation into her own text?
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this workshop lesson, are there any changes you would suggest?

Review

- Not only do direct quotations require citations, but paraphrasing and summarizing an author's ideas do, too.

- Avoid "hit-and-run" quotations by framing the cited material; use introductory phrases (signal phrases) and explain the quotations afterward.

- Be intentional; know the purpose for using cited material.

Reflection

Student Workshop Evaluation   Faculty Workshop Evaluation

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