



English Virtual Learning

English IV

Thursday, May 14, 2020



Lesson: May 14, 2020

Objective/Learning Target:

- I can integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, using both quotations and paraphrasing.
- I can explain my thinking in a well-organized and developed written response and include textual evidence.

“Romeo:
If I profane with my unwortheist hand
This holy shrine, the gentle fine is this:
My lips, two blushing pilgrims, ready stand
To smooth that rough touch with a tender kiss.

Juliet:
Good pilgrim, you do wrong your hand too much,
Which mannerly devotion shows in this;
For saints have hands that pilgrims' hands do touch,
And palm to palm is holy palmers' kiss.

Romeo:
Have not saints lips, and holy palmers too?

Juliet:
Ay, pilgrim, lips that they must use in prayer.

Romeo:
O, then, dear saint, let lips do what hands do;
They pray, grant thou, lest faith turn to despair.

Juliet:
Saints do not move, though grant for prayers' sake.

Romeo:
Then move not, while my prayer's effect I take.
Thus from my lips, by yours, my sin is purged.

Juliet:
Then have my lips the sin that they have took.

Romeo:
Sin from thy lips? O trespass sweetly urged!
Give me my sin again.

Juliet:
You kiss by the book.”

Romeo & Juliet ~ William Shakespeare

- Think of your favorite movie, TV show, song, or book or story.
- Can you recite word-for-word one or two lines?
- Write down as many lines as you can remember.
- Pick one line and see if you can summarize the main idea of the entire movie, show or song in just a couple sentences. Try to use the quote in your response.
- Write your responses in your notebook, on your notebook paper, or on a Google Doc you will use for other tasks during this lesson.

Learn:

- In this lesson, we will review some writing techniques to make writing more credible, avoid plagiarism, and support claims in our thinking while using sources of other information.
 - This lesson is intended to help you become more comfortable with the uses of and distinctions among quotations, paraphrases, and summaries.
 - You will be able to compare and contrast the three terms and practice using these skills on a short excerpt of writing.
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- Watch: this video [Quoting, Paraphrasing, and Summarizing](#) to review info about these techniques.
 - Read: the information on the next few slides thinking about how you might use it in your writing or how you might use the info to evaluate someone else's writing
 - Review: the graphic organizer [Differences in Quoting, Paraphrasing, and Summarizing](#) on how to use the techniques.
 - ◆ The chart is also on the next slide.

Differences in Quoting, Paraphrasing and Summarizing

Quotation	Paraphrase	Summary
Difference	Difference	Difference
<ul style="list-style-type: none"> • Matches the source word for word. • You use the source's words. • Exact same length as the source, unless you follow the rules for adding or deleting material from a quote. 	<ul style="list-style-type: none"> • Matches the source in terms of meaning. • You use your own words. • Approximately the same length, though often shorter than the source. 	<ul style="list-style-type: none"> • <u>Sums</u> up the central point of the source. • You use your own words. • Much shorter than the source.
Purpose	Purpose	Purpose
<ul style="list-style-type: none"> • To provide credibility for what you are saying (you support your point by quoting an authority). • To get someone's exact words (when HOW someone said something is as important as WHAT they said). 	<ul style="list-style-type: none"> • To get down the meaning of someone else's words when: <ol style="list-style-type: none"> 1. Their exact words are not important 2. Their exact words are not appropriate (style too dense or too simple for example) or useful (what they emphasize is different from what you want to emphasize). • To show that you have command of the material (not a slave to the original author's word). • To "shorten" a section from the source that is too long to quote. • To demonstrate comprehension (independent assignment). 	<ul style="list-style-type: none"> • To get down the gist of someone else's work. • To avoid unnecessary details when the main point is all you need. • To show that you understand what the source is saying. • To refresh the reader's memory if they have read the source. • To give your audience a general introduction to the source.
How to	How to	How to
<ul style="list-style-type: none"> • Copy the source's words exactly. • There are special rules for capitalization and punctuation within quotes. See Writing Lab for handouts or a tutor for help. • Cite it according to whatever style your instructor requires (e.g. MLA) 	<ul style="list-style-type: none"> • Carefully read the section of the source you are going to paraphrase. Put it away and write down in your own words what the source is saying. Then go back and check to see if you missed anything. • Cite it just like a quote. • Appears on Works Cited page. 	<ul style="list-style-type: none"> • Carefully read the section of the source you are going to paraphrase. Put it away and write down the main point(s) of the source. Do not be a slave to the source's organization—you decide what the main points are. • First sentence: "[John Doe]'s essay ['Wild Gift'] states that..."

What are the differences among quoting, paraphrasing, and summarizing?

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

- **Quotations** must be identical to the original, using a narrow segment of the source.
 - They must match the source document word for word and must be attributed to the original author.
- **Paraphrasing** involves putting a passage from source material into your own words.
 - A paraphrase must also be attributed to the original source.
 - Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
- **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s).
 - Once again, it is necessary to attribute summarized ideas to the original source.
 - Summaries are significantly shorter than the original and take a broad overview of the source material.

“ . . . ” Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to:

- **Provide support for claims or add credibility to your writing**
- **Refer to work that leads up to the work you are now doing**
- **Give examples of several points of view on a subject**
- **Call attention to a position that you wish to agree or disagree with**
- **Highlight a particularly striking phrase, sentence, or passage by quoting the original**
- **Distance yourself from the original by quoting it in order to cue readers that the words are not your own**
- **Expand the breadth or depth of your writing**

Practice:

- There are several ways to integrate quotations into your text. Often, a short quotation works well when integrated into a sentence. Longer quotations can stand alone. Remember that quoting should be done only sparingly; be sure that you have a good reason to include a direct quotation when you decide to do so.

- Practice summarizing the essay titled [So That Nobody Has To Go To School If They Don't Want To](#) using paraphrases and quotations as you go. It might be helpful to follow these steps:
 - Read the entire text, noting the key points and main ideas.
 - Summarize in your own words what the single main idea of the essay is.
 - Paraphrase important supporting points that come up in the essay.
 - Consider any words, phrases, or brief passages that you believe should be quoted directly.

Practice Answer Key:

(Answers will Vary)

Example summary: Roger Sipher makes his case for getting rid of compulsory-attendance laws in primary and secondary schools with six arguments. These fall into three groups—first that education is for those who want to learn and by including those that don't want to learn, everyone suffers. Second, that grades would be reflective of effort and elementary school teachers wouldn't feel compelled to pass failing students. Third, that schools would both save money and save face with the elimination of compulsory-attendance laws.

Example paraphrase of the essay's conclusion: Roger Sipher concludes his essay by insisting that schools have failed to fulfill their primary duty of education because they try to fill multiple social functions (par. 17).

Example quotation: According to Roger Sipher, a solution to the perceived crisis of American education is to "[a]bolish compulsory-attendance laws and allow only those who are committed to getting an education to attend" (par. 3).

If you want to learn more, try this additional resource:

[Incorporating Sources Into Your Research Paper](#)

How do you include all of the information that you've found into your essay? This video from the now-defunct Cooperative Library Instruction Project and hosted by the Downs-Jones Library gives step-by-step instruction on how to incorporate your sources into the body of your essay, whether by direct quoting, paraphrasing or summarizing. It teaches about analyzing sources and using them to support your argument.