



English Virtual Learning

English IV

Friday, May 15, 2020



Lesson: May 15, 2020

Objective/Learning Target:

- I can write using sources effectively to avoid plagiarism and overreliance on any one source.
 - I can follow and utilize a standard format for citation.
- I can explain my thinking in a well-organized and developed written response and include textual evidence.

Bell Ringer: Consider the following scenarios. Choose **ONE** to reflect on in a Quickwrite. Write your reflection in your notebook, on a piece of notebook paper, or on a Google Doc that will be used for other tasks during this lesson.

SCENARIO 1

Molly has been working with a writing center tutor for her last paper. She's been going to the writing center for about a week and has noticed that her writing center tutor offers a lot of great advice for her work, sometimes putting Molly's thoughts into her own words. Many of her tutor's phrases have found their way into Molly's paper. If Molly turns the paper in for her class, has she individually authored it? Is that OK?

SCENARIO 2

Chris was working with a professor on a project. The professor eventually finished her half and moved on to something else, leaving Chris with the resultant data. Chris uses that data in her new project and writes an article for publication. Is Chris allowed to claim that she is the original author? If she does is that OK?

SCENARIO 3

Carla is working on a paper for her economics class and knows her roommate took the class the previous year. She asks her roommate for help with the paper and uses a lot of her roommate's resources and ideas. Carla later turns the paper in for credit. Can she claim that she is the original author? Is that OK?

Learn:

- In today's lesson, we will review what plagiarism is and *how to avoid it* as well as how to use in-text citations by embedding quotes into our writing.
 - First, we need to review some basics.
 - As you watch the video clips below, take notes of ways to avoid plagiarism and what you already know about this topic.
 - While reading the information on Using In-Text Citations, notice all the different ways to uses quotes in your research.
 - On the next slide, there are some steps you can take to insert quotes into your own writing. You will use that info later in this lesson.
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- Watch: [How to Avoid Plagiarism: In 5 Easy Steps](#)
 - Watch: [Citation for Beginners](#)
 - Read: [Using In-Text Citations](#)
 - Revise/Edit: a paragraph using the knowledge from the info above.

Using Quotes:



Use a Signal Phrase

- set up the quote by introducing it--don't just insert or copy and paste in the quote without setting it up properly first
- introduce the quote by stating the source or author and the original speaker; use first and last name (at least once) and then only the last name throughout your essay.
- only use the part of the quote you need to support your response (not entire paragraphs; may also use the ellipsis [...] to indicate words have been omitted)

TEMPLATES FOR INTRODUCING QUOTATIONS

- X states, “_____.”
- As the world-famous scholar X explains it, “_____.”
- As claimed by X, “_____.”
- In her article _____, X suggests that “_____.”
- In X’s perspective, “_____.”
- X concurs when she notes, “_____.”

***You may have noticed that when the word “that” is used, the comma frequently becomes unnecessary. This is because the word “that” integrates the quotation with the main clause of your sentence (instead of creating an independent and dependent clause).**

→ **Practice:** Analyze the following paragraph.

- It is a response to a question about the book *A Day No Pigs Would Die* by Robert Peck.
- As you read, notice the highlighted areas.
- How is punctuation used in the in-text citations (ie: quotation marks, commas, parenthesis, numbers, etc.)?
- Write your responses in your notebook or Google Doc.

When parents show their children acceptable social behavior, they grow up to be responsible, considerate adults. For example, in the novel, before Rob goes to the Rutland Fair with the Tanners, Papa says one word to Rob: **“Manners” (91)**. This example shows what Papa expects of his son, which is to mind his manners and be respectful and kind while he’s in the company of his neighbors. **Papa also advises Rob to “see things to be done before they ask” (87)**. Meaning that Rob must be quick to help out and anticipate when the Tanner’s might need assistance. These examples show that Papa taught his son to be aware and considerate of other people. He has high expectations of his son especially when he’s around other people and on his own without his parent’s supervision.

Practice cont.: Read the following paragraph and correct the **highlighted** areas. Your job is to figure out where to properly integrate quotes, add punctuation or citations, and/or insert signal phrases. Corrections have been made on the next slide to check your answers.

Prompt: Which reading benefit is most applicable to the lives of teenagers today?

Reading increases levels of empathy in all people; this increase in empathy is especially important for teenagers today. “Getting wrapped up in the lives of characters strengthens your ability to understand others’ feelings” Teenagers often live in a small physical world. Teens often go from school, to home, to work, to friends’ homes, to school to home. Because of this small physical world, **teens may not get much exposure** (from source) to the lives of those different from them. Take for example students in Kearney who “never travel to Kansas City with students in Kansas City who have never traveled to the suburbs.” (from source) Their experiences of school, safety, transportation and money may be vastly different. However, if teens are to pick up more books, they are more likely to “understand the world from another’s point of view” (). Instead of judging someone because they are different from oneself, teens who read may instead be able to **put themselves in that other person’s shoes** (from source) and be kinder, and more sensitive to others’ feelings. Therefore, teens who read are more likely to be empathetic and understanding of others different than themselves because reading opens up new worlds that teens may not experience in real life.

Practice Answer Key:

(Answers will Vary)

Connections:

insert signal phrase

add citation

add punctuation

Reading increases levels of empathy in all people; this increase in empathy is especially important for teenagers today. Gelman asserts, “Getting wrapped up in the lives of characters strengthens your ability to understand others’ feelings” (Gelman 2). Teenagers often live in a small physical world. Teens often go from school, to home, to work, to friends’ homes, to school to home. Because of this small physical world, teens may not get much exposure to the lives of those different from them. Take for example students in Kearney who never travel to Kansas City with students in Kansas City who have never traveled to the suburbs (3). Their experiences of school, safety, transportation and money may be vastly different. However, if teens are to pick up more books, they are more likely to “understand the world from another’s point of view” (5). Instead of judging someone because they are different from oneself, teens who read may instead be able to put themselves in that other person’s shoes and be kinder, and more sensitive to others’ feelings (6). Therefore, teens who read are more likely to be empathetic and understanding of others different than themselves because reading opens up new worlds that teens may not experience in real life.

If you want to learn more...Additional Resource:

[Integrating Quotes in Essays](#)



Are you about to write a text response essay? Do you want some advice on how to integrate quotes into your paragraphs? In this tutorial on how to use quotations in an essay we walk through the steps of finding, using and editing quotations to suit a text response essay.

The aim of this tutorial is to teach viewers how to use quotes well in an essay to how to shorten/embed them into a sentence. This integration adds fluency and meaning to your essay; avoiding retelling plot and show greater depth/understanding of the novel/film.