Scholarship as a Lively Conversation: 
Active Learning Activities to Support Citation 
and Source Integration Learning

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Agenda

• Why we teach citations & source integration
• Analogies
• Sample activities
Why do we teach this?

• The specter of plagiarism
• Responsible use of information
• Scholarship as Conversation
  • “Developing familiarity with the sources of evidence, methods, and modes of discourse in the field assists novice learners to enter the conversation.”
  • Discussion of mechanics enables higher level discourse
Should we teach this?
Analogies

- Burke’s Parlour
- Family tree
Sample activities

Two categories:

- In-text citations
- Source integration

https://xkcd.com/285/
In-text citations

- Exercise overview
  - Examples of in-text citations
  - Common text
  - Students submit via Google Form
  - Review and edit submissions collectively

https://memegenerator.net/instance/66047236/beyonce-put-a-ring-on-it-if-you-liked-it-then-you-should-have-a-citation-on-it
Some ways you can cite...

To be human is to weep. The human species is the only one in the whole world of animate nature that sheds tears. The trained inability of any human being to weep is a lessening of his capacity to be human – a defect that usually goes deeper than the mere inability to cry. And this, among other things, is what American parents – with the best intentions in the world – have achieved for the American male. It is very sad. If we feel like it, let us all have a good cry – and clear our minds of those cobwebs of confusion, which have for so long prevented us from understanding the ineluctable necessity of crying.

Now, look at the various ways you can use the opinion expressed in the passage.

<table>
<thead>
<tr>
<th>Montagu (1967) claims that American men have a diminished capacity to be human because they have been trained by their culture not to cry.</th>
<th>This is a paraphrase but you still need to cite! Since the author’s name is in the sentence, it does not need to be in the parentheses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley Montagu (1967) writes, “The trained inability of any human being to weep is a lessening of his capacity to be human – a defect which usually goes deeper than the mere inability to cry” (p. 248).</td>
<td>Punctuation is important! The period does not go at the end of the quote, even if it’s the end of the sentence). Instead, it goes after your citation.</td>
</tr>
<tr>
<td>One distinguished anthropologist calls the American male’s reluctance to cry “a lessening of his capacity to be human” (Montagu, 1967, p. 248).</td>
<td>Referring to Montagu as a distinguished anthropologist frames his authority, but since the sentence doesn’t specifically name him, his name must be in the in-text citation.</td>
</tr>
<tr>
<td>When my grandfather died, all the members of my family – men and women alike – wept openly. We have never been ashamed to cry. As Montagu (1967) writes, “to be human is to weep” (p. 248). I am sure we are more human, and in better mental and physical health, because we are able to express our feelings without artificial restraints.</td>
<td>This is an example of providing the quote in context and providing your commentary to explain your use of the quote.</td>
</tr>
</tbody>
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Based on: [https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/handout_using_in_text_citations.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/handout_using_in_text_citations.html)
The findings suggest that the young people with ASN [Additional Social Needs] included in the current study are making use of the internet in the same ways as adolescents in the general population. Online practice in this group appears to allow engagement in activities which support the development of identity, competence, and a sense of connectedness and belonging with a social network. All of these factors are considered essential to healthy development and psychological well-being, indicating the potential for internet use to have a positive psychological impact on this population.
Collective learning

According to Stephanie, adolescents with additional social needs included in the current study are being helped by the same ways as young people with additional social needs (Bannon et al, 2017).
Feedback

“The different ways people think, when it comes to summarize a text”

“I am better able to quote”

“I will be paraphrasing while citing in APA”

“I learned more about the in-text citations and where to place the author’s last name, year, and date”

“I will use proper in-text citations”
Source Integration

- Scholarship as a literal conversation
- Venn diagram
- Matrix
Scholarship as literal conversation
(AKA: The Cardi B Activity)

Why am I trending?

7:08 PM - 16 Jan 2019
Evans: I just feel like with the time now and exposure that is put on these sexual misconduct things, I feel like everyone should be getting penalized the same way.
Rowe: Why is it that she gets the pass and R. Kelly doesn’t, but her crime was closer to Bill Cosby’s.
Evans: It’s the exact same crime.
Addison: Can y’all get us updated
Turner: She was stripper and she was drugging men.
Evans: She was a stripper; she was drugging men and setting them up to be robbed. I feel like Bill Cosby did it too. The way that it surfaced. It’s a let down to minorities. Look at Hugh Heffner, Harvey winestein, they’ve created empires on legal prostituition, and they are being penalized the same. Not excusing anyone behaviors, but everyone should be penalized the same. Social media has created a movement to forgive her. Now she’s in the limelight, a new mom. It’s like kevin hart.
Rowe: once they finally get to the place where they want to be or take their career to another level, here you come out with things they’ve done in the past.
Feedback

“I learned so much in one day! I always had trouble citing evidence/sources. I loved how we included some pop culture in the lesson.”

“Cardi B helped me learn.”

“Among the most surprising moment of the class was how we (the students) took a discussion and used it to drive our lesson.”

“I was surprised that I did not know about the Cardi B scandal. Also I learned that we cite APA in the past tense.”
Taking it up a notch: Venn diagram

- Students already familiar with citation practices as concept
- Comics as texts
- Collective completion of Venn diagram to highlight thematic overlaps + differences
Taking it up another notch: Matrix

- Graduate-level class, preparation for literature review
- Group work with texts + worksheet
- Group report-back + collective completion of matrix
- Venn diagram
<table>
<thead>
<tr>
<th>Article</th>
<th>Research Q/Idea</th>
<th>Year</th>
<th>Methodology</th>
<th>Conclusions</th>
<th>Other themes/issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best, et al.</td>
<td>Effects of <strong>Better Conversation with Aphasia</strong> and <strong>Agrammatic aphasia</strong></td>
<td>2016</td>
<td>8-week intervention, pre and post measures, <strong>video</strong>. Measured conversation facilitators and barriers. 8 people and regular convo partners - four criteria that person w/aphasia had to meet. <strong>Quantitative</strong></td>
<td>No statistically significant differences in pre and post, but there were reduction in conversation barriers</td>
<td>No control group, Small sample, Could have measured more variables</td>
</tr>
<tr>
<td>Beeke, et al.</td>
<td><strong>Agrammatism</strong> and <strong>Quant/qual data determining behavioral changes in people w/aphasia and convo partners</strong></td>
<td>2015</td>
<td>Case study - program targeting ppl w/aphasia and convo partner 6-month intervention, <strong>two pairs of participants</strong> Object and action naming, quantitative measurement. Natural conversation</td>
<td>Individual therapy - some outcomes for ppl with agrammatism Intervention worked for one pair and one person in the other pair</td>
<td></td>
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<tr>
<td>Marongolo, et al.</td>
<td>Does conversational intensive therapy treatment for functional communication in non-fluent aphasia population work?</td>
<td>2013</td>
<td>Control group (20 people), experimental group (8 people with aphasia) <strong>video clips to elicit convo samples</strong> <strong>Quantitative - word types, analyzed with software</strong></td>
<td>Language improved communication ability and ability to choose words and form sentences</td>
<td>Comparing aphasic people with non-aphasic</td>
</tr>
</tbody>
</table>
Adjustable & Adaptable

• Any citation style!
• Different articles/texts
• Different supporting documents/prompts
• Activity length
• Individual vs. group
Questions?

Resources
https://tinyurl.com/y49fb92v

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