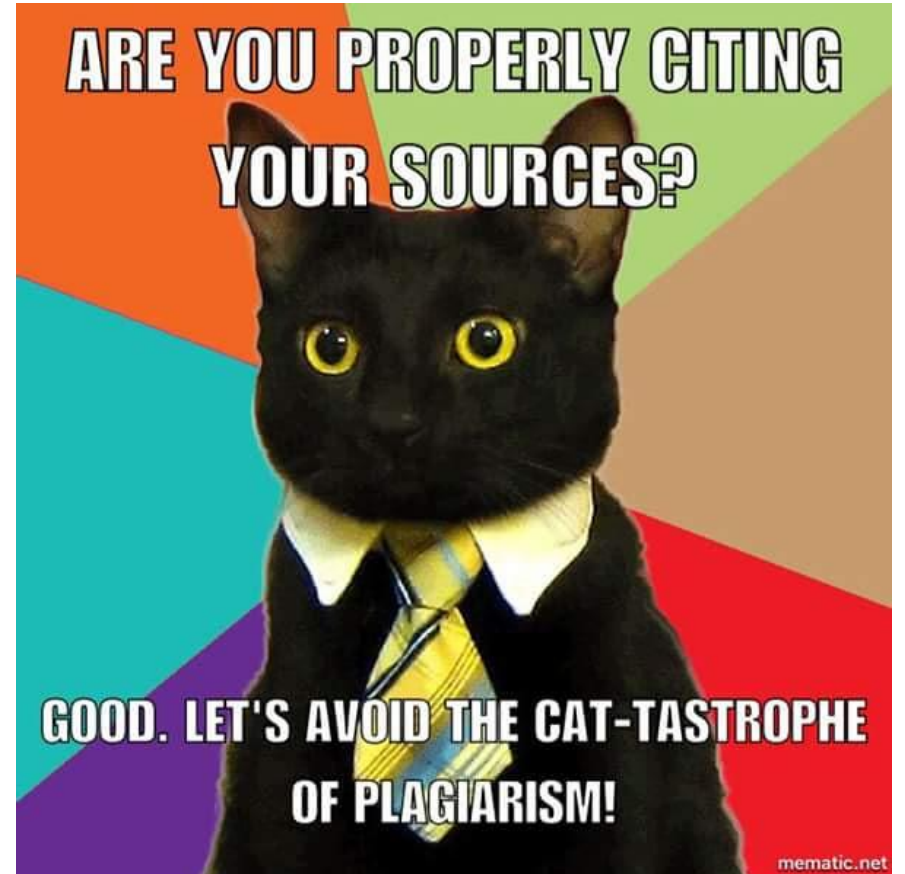


**Scholarship as a Lively Conversation:
Active Learning Activities to Support Citation
and Source Integration Learning**

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Agenda

- Why we teach citations & source integration
- Analogies
- Sample activities



<http://s3.amazonaws.com/libapps/accounts/58635/images/unnamed.jpg>

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?



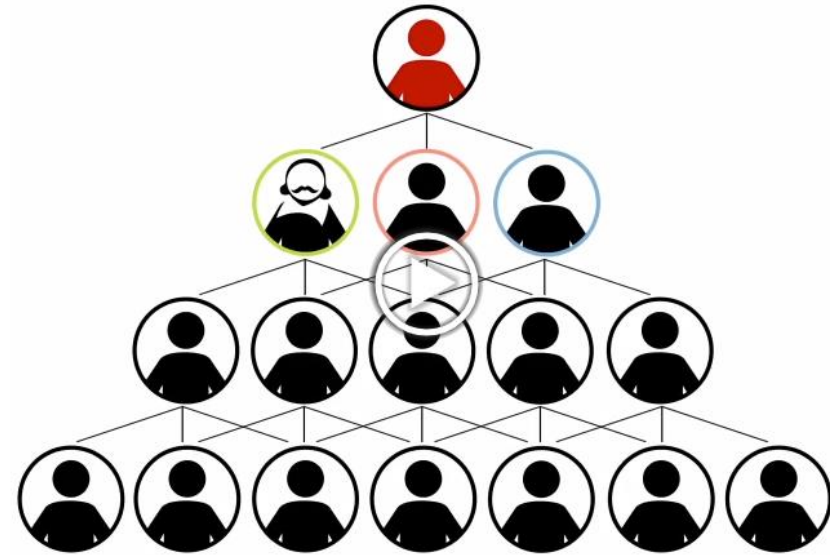
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Analogies

- Burke's Parlour
- Family tree

Citation: A (Very) Brief Introduction

What is citation? And why do we do it? This video explains.

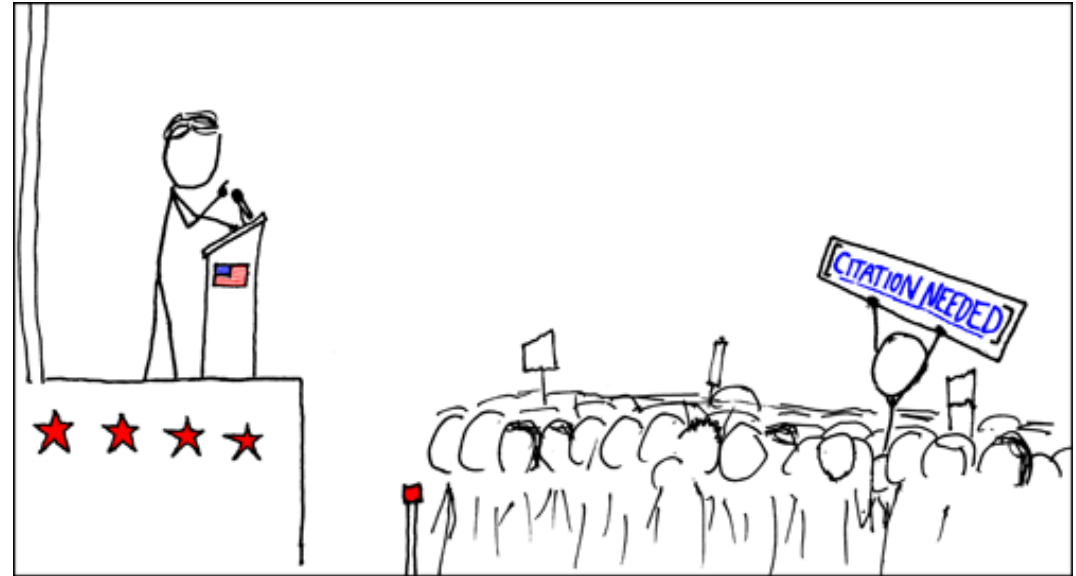


<https://www.lib.ncsu.edu/tutorials/citation/>

Sample activities

Two categories:

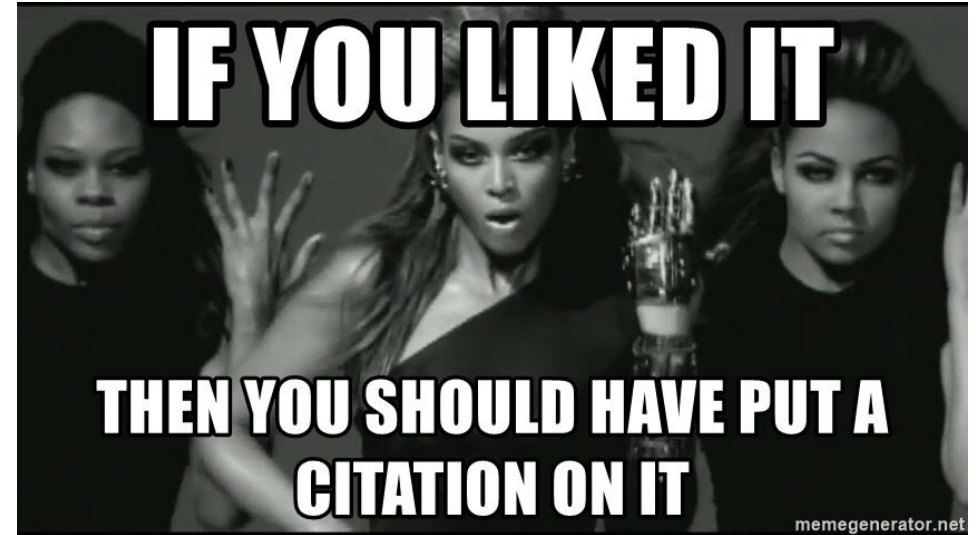
- In-text citations
- Source integration



<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-put-a-citation-on-it>

Some ways you can cite...

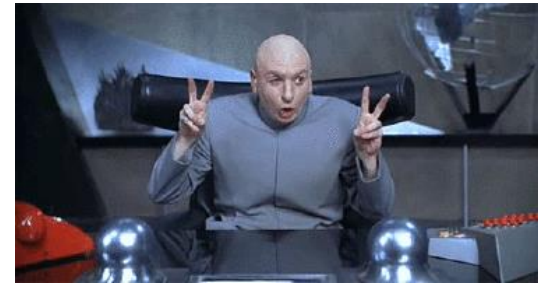
Original passage from page 248 of Ashley Montagu's 1967 book *The American Way of Life*:

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.

Montagu (1967) claims that American men have a diminished capacity to be human because they have been trained by their culture not to cry.	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.
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).	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.
One distinguished anthropologist calls the American male's reluctance to cry "a lessening of his capacity to be human" (Montagu, 1967, p. 248).	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.
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.	This is an example of providing the quote in context and providing your commentary to explain your use of the quote.

Hands-on practice



<https://giphy.com/gifs/austin-powers-dr-evil-air-quotes-qs6ev2pm8g9dS>

Article title: The positive role of internet use for young people with additional support needs: Identity and connectedness

Authors: Stephanie Bannon, Tracy McGlynn, Karen McKenzie, & Ethel Quayle

Journal: Computers in Human Behavior

Page numbers: pp. 504-512

Year published: 2017

Quotation from page 512:

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.

Citing Sources: Quoting, Paraphrasing and Summarizing

* Required

Provide a sentence or two using the excerpt from the article provided, by quoting, paraphrasing, or summarizing. Use the In-text Citations worksheet for help. *

Your answer

SUBMIT

Never submit passwords through Google Forms.

Collective learning

Citing Sources: Quoting, Paraphrasing

File Edit View Insert Format Data

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fx

1	Provide a sentence or two using Citations worksheet for help.
2	According to Stephani included in the current adolescents in the ger
3	The authors write that Additional Social Need
4	"Young people with AS making use of the inte (Bannon et al, 2017)."



summarizing. Use the In-text

al Social Needs] same ways as

or young people with e, 512).

urrent study are general population.

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
intext citations and where to
place the author's last name,
year, and date”

“I will use proper in-text citations”

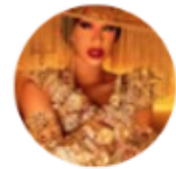


Source Integration

- Scholarship as a literal conversation
- Venn diagram
- Matrix

Scholarship as literal conversation

(AKA: The Cardi B Activity)



iamcardib 

@iamcardib

Why am I trending?

7:08 PM - 16 Jan 2019

Conversation

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 prostitution, 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.

Summary, Paraphrase & Quote

Summary:

We talked about people who have engaged in sexual misconduct and the varied consequences for those people based on their race, fame, class, gender, and public opinion.

Paraphrase:

Rowe argued/stated that While there were inconsistencies with the way people were treated, Cardi B received a more lenient punishment than R. Kelly

While there were inconsistencies with the way people were treated, Cardi B received a more lenient punishment than R. Kelly (Rowe, 2019).

BAD EXAMPLE: Why is it that Cardi B isn't penalized and R. Kelly is?

Quote:

Rowe (2019) asked "Why is it that [Cardi B] gets the pass and R. Kelly doesn't" (p. 12).

Feedback

“Cardi B helped me learn.”

“I was surprised that I did not know about the Cardi B scandal. Also I learned that we cite APA in the past tense.”

“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.”

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

Taking it up a notch: Venn diagram

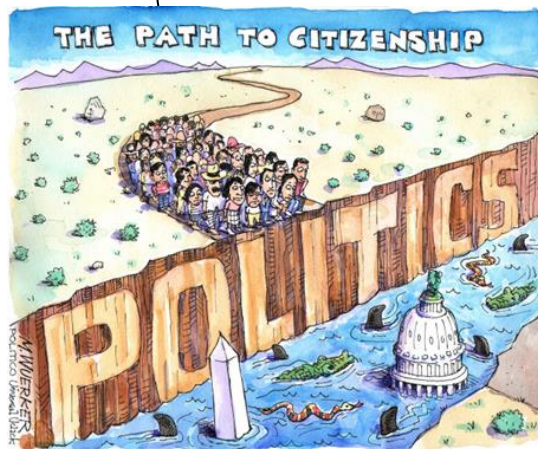


- Students already familiar with citation practices as concept
- Comics as texts
- Collective completion of Venn diagram to highlight thematic overlaps + differences

<https://i.pinimg.com/originals/ae/8f/6a/ae8f6a578525c4ceead47ce2471b12a1.jpg>



Copyright by Signe Wilkinson



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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

Group work on matrix

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

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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