Chapters 18 & 20 – *Everything’s an Argument*

**INTELLECTUAL PROPERTY & USING SOURCES**
SOURCES THAT DON’T NEED TO BE ACKNOWLEDGED (REPRISE)

- Common knowledge – specific information that most readers will know
- Facts available from a wide variety of sources (the date of the bombing of Pearl Harbor, for example)
- Your own findings from field research should be simple announced as your own

EVERYTHING ELSE MUST BE DOCUMENTED!!
CREDITING SOURCES IN ARGUMENTS

- Giving full credit to your sources enhances your ethos
- Demonstrates you’ve done your homework
- Understand what others have written
- Encourages others to join the conversation
- Reminds you to think critically about how well you’ve used them
CITING SOURCES AND RECOGNIZING PLAGIARISM

- Most of what you think or write is based on what you’ve already read or experienced
- Must acknowledge any intellectual property you’ve borrowed to create arguments

No acknowledgement  Plagiarism
Why is this so important?

Western culture views using someone else’s language and ideas without acknowledgement as dishonest.
HCC Policy:
Instances of plagiarism on 2 major assignments will result in an “F” for the course.

Industry: You lose your credibility and your job
THIS IS PLAGIARISM

- Buying, stealing, or borrowing a paper (including, of course, copying an entire paper or article from the Web);
- Hiring someone to write your paper for you; and
- Copying large sections of text from a source without quotation marks or proper citation.

http://owl.english.purdue.edu/owl/resource/563/1/
INACCURATE OR INCOMPLETE CITATION SOURCES

You may be accused of plagiarism if:

- Your paraphrase is too close to the original wording
- You leave out the parenthetical reference for a quotation

Incorrect: “The rich are different from you and me.”

Correct: “The rich are different from you and me” (Fitzgerald).
You build on someone's ideas without citing their spoken or written work.

Sometimes teachers suspecting students of plagiarism will consider the students' intent, and whether it appeared the student was deliberately trying to make ideas of others appear to be his or her own. However, other teachers and administrators may not distinguish between deliberate and accidental plagiarism.
WHEN DO YOU GIVE CREDIT?

- Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium
- Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing
- When you copy the exact words or a unique phrase
- When you reprint any diagrams, illustrations, charts, pictures, or other visual materials
- When you reuse or repost any electronically-available media, including images, audio, video, or other media
WHEN DO YOU GIVE CREDIT

Document any words, ideas, or other productions that originate somewhere outside of you.
CERTAIN THINGS THAT DO NOT NEED DOCUMENTATION

- Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject
- When you are writing up your own results obtained through lab or field experiments
- When you use your own artwork, digital photographs, video, audio, etc.
- When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but **not** historical documents)
- When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.
DECIDING IF SOMETHING IS "COMMON KNOWLEDGE"

- if you find the same information undocumented in at least five credible sources.
- if you think the information you're presenting is something your readers will already know, or something that a person could easily find in general reference sources.
- when in doubt, cite; if the citation turns out to be unnecessary, your teacher or editor will tell you.
QUOTATIONS, PARAPHRASES, AND SUMMARIES

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

Always cite these!
WHY USE QUOTATIONS, PARAPHRASES, AND SUMMARIES?

- 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
WHAT’S THE DIFFERENCE?

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.

Quotations should be used sparingly!
Paraphrasing involves putting a passage from source material into your own words.

- 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.
HOW TO USE QUOTATIONS, PARAPHRASES, AND SUMMARIES

- 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.
QUOTE INTEGRATION

- short quotations work well when integrated into a sentence.
- Longer quotations can stand alone.

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.
You may want to introduce important sources in your text. Be sure to identify their significance. (“Noted child psychologist Dorothea Brooke said...”)

You can subtly influence the credibility of the quote via signal verb choice:

Dr. Brooke said, “children need love.”
According to Dr. Brooke, “children need love”
Dr. Brooke believes that children need love.
USING SOURCES: SIGNAL VERBS

- Acknowledges, advises, agrees, allows, asserts, believes, charges, claims, concurs, criticizes, declares, disagrees, discusses, disputes, emphasizes, expresses, lists, objects, observes, offers, opposes, remarks, replies, responds, states, suggests

- “Dr. Brooke thinks that children need love”
- “Dr. Brooke interprets the data to mean that children need love”
- “Dr. Brooke concluded that children need love”
- “Dr. Brooke reveals that children need love”
- “Dr. Brooke confirms that children need love”
PUNCTUATING QUOTATIONS

- Use brackets around material that you insert
- Enclose quotations in quotation marks
  + Molly Gibson said that “the award [was] a great honor for [her].”
- Use ellipses to indicate omitted material
  + “How do I love thee?... I love thee with the breath, smiles, tears of all my life...”
Commas and periods go inside the closing quotation marks; question marks, semi-colons, colons, and exclamation points are placed according to the logic of the sentence.

- Do you know how to sing “God Save the Queen”?
- People always ask me, “How do you keep your garden in bloom all year round?”
- Bart exclaimed, “¡Ay, caramba!”
- Then the jerk told me he “needed more space”!

Quotations are enclosed in double quotes; quotations embedded within quotations are indicated by single quotes.

- She said, “This so-called ‘free and fair’ election is a travesty of justice.”
IN-TEXT CITATIONS
In-text Example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263). Wordsworth extensively explored the role of emotion in the creative process (263).

Corresponding Works Cited Entry:

In-text Example:

We see so many global warming hotspots in North America likely because this region has “more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . .” (“Impact of Global Warming” 6).

Corresponding Works Cited Entry:

“The Impact of Global Warming in North America.”

Authors with Same Last Names

In-text Example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).
Work by Multiple Authors

In-text Examples:

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore 76).

Jones et al. counter Smith, Yang, and Moore's argument by noting the current spike in gun violence in America compels law makers to adjust gun laws (4).
Multiple Works by the Same Author

In-text Examples:

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).
Citing the Bible

In-text Example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox, and an eagle

(New Jerusalem Bible, Ezek. 1.5-10).
Sources from the Internet

In-text Example:

One online film critic stated that *Fitzcarraldo* is "...a beautiful and terrifying critique of obsession and colonialism" (Garcia, “Herzog: a Life”).

Corresponding Works Cited Entry:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)
Works Cited Page: Web

Examples:

Bernstein, Mark. "10 Tips on Writing the Living Web."


Works Cited


FOR MORE INFORMATION

Purdue OWL: http://owl.english.purdue.edu/