

FY 100 Basic Citation Exercise

By Dr. Jennifer Mitchell for SUNY Potsdam FY 100, Fall 2017

We have designed this assignment to help you learn the basics of citing sources at a college level. What you learn in this exercise could not only save you some stress on later assignments: it could help you pass your classes and stay in school. Citing sources incorrectly can give the impression of plagiarism, and the consequences include failing grades or disciplinary action.

Why? College teachers see plagiarism when writers paraphrase poorly or skip a citation. Those are common mistakes among first-year writers, but they are considered a form of cheating, with serious consequences. Therefore, this Basic Citation Exercise shows you how to paraphrase and cite in your sentences. Plan to spend 1-2 hours reading and writing to complete this assignment.

Of course, the bibliography is a crucial part of citing well. Your bib must have every source you've used, and it must apply the style your teacher assigns. "Citation makers" (like EasyBib) can help you build your bib. However, it is your responsibility to correct that bib by checking it against a credible guide (see Tips at the end of this document). Second, "citation machines" help you draft your bib, but they do NOT help you with paraphrasing or citing in your sentences. That's what you'll learn here.

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To complete this Exercise, you will:

1. Create one Word document with your answers to all four tasks below.
2. To complete the four tasks, read and write as explained in each task. You'll be graded on how well you apply what you learn from the reading.
3. Label each task clearly in your Word document.
4. Submit that single Word document to your FYSS instructor following their instructions.

Tasks 1-3 could take one hour, and Task 4 another hour.

Scroll down to get started.

Task 1: "WAKE-UP CALL"

First, read assigned parts from these two links

- Read [Potsdam Academic Honor Code](#), all of parts A and B, plus sections 1-2 of part C.
- Read [What is Plagiarism?](#), section 1 first four paragraphs (up to Heilbroner) plus all of section 3.
- Then, follow these instructions to write a response to the readings above.

Using those two readings, write a short "wake-up call" addressed to your peers: share key points which might be new to your peers. What are the challenges they should keep in mind?

Write 120-200 words. (To check word count, highlight your selected text and find your word count in bottom left corner of Word screen or in Tools on Google docs.)

Cite the author of each source by naming the author: name the author either in your sentence or in parentheses immediately after you use that source. Find the authors' names in Resource: Bibliography below.

Create a bibliography for the sources you used. Copy from our bib below, labeled Resource: Bibliography. Copy out JUST the sources you used for this short writing. Label it "Works Cited." Place it a few lines below the end of your "wake-up call."

Task 2: GUIDELINES for CITING

First, read assigned parts from these two links

- Read "[Plagiarism and Citation Basics](#)." (Bibliography format still needs to be updated to MLA 8th ed. [Read more](#) if you're curious.)
- Read "[Paraphrasing](#)," pages 3-5. These pages are crucial to your college writing success!

Then, write a response to the readings above:

Summarize the most helpful or surprising point you picked up from "Paraphrasing." Write 75-100 words.

Task 3: APPLY WHAT YOU JUST LEARNED: *comment*

First, read the following passage from your FY 100 textbook.

“Citing your sources serves many purposes. For one thing, acknowledging the information and ideas you’ve borrowed from other writers distinguishes between other writers’ ideas and your own and shows respect for their work. Source citations show your audience that you have based your conclusions on good, reliable evidence. They also provide a starting place for anyone who would like more information about the topic or is curious about how you reached your conclusions. Most important, citing your sources is the simplest way to avoid plagiarism – taking another person’s ideas or work and presenting them as your own – which we will explore in some detail later in this chapter.” (Gardner and Barefoot, 213)

Then, briefly comment on these sample paraphrases of the passage

We’ve written five paraphrases of parts of the passage above. Read the passage above and then look for evidence about the quality of the paraphrase that makes it “good” or “poor” in a college professor’s judgment. Use these three questions to help you evaluate each passage. (1) Is the paraphrase accurate? (2) Is it our original wording or is it using the authors’ words? (3) Are the authors given credit correctly? Then write around 25 words to explain why it is a “good” or “poor” paraphrase. Then address Question 6.

1. Good paraphrase: Using sound evidence is crucial in making strong points through writing, and citations show the reader exactly what evidence you used (Gardner and Barefoot, 213).
2. Good paraphrase: Gardner and Barefoot remind us of the reasons why readers need excellent citations throughout our papers: separating our own ideas from our sources’ ideas, respect for other writers, proof of good information, leads to find that information, and avoiding plagiarism -- or even the perception that we plagiarized (213).
3. Good paraphrase: When we cite sources, we give credit for the work of others which we’ve used in our own writing. In other words, we “acknowledge[e] the information and ideas [we’ve] borrowed from other writers” (Gardner and Barefoot, 213).
4. Poor paraphrase: Source citations prove that you have based your conclusions on good, reliable information.
5. Poor paraphrase: The simplest way to avoid plagiarism is citing your sources (Gardner).
6. Look at the links provided on page six, below. Choose two to bookmark and summarize how they could help you in the future.

Task 4: APPLY WHAT YOU JUST LEARNED: *write an essay*

First, read pages from your textbook

Read either pages 94-97 OR 210-13 from your FY 100 textbook, Your College Experience. (Your teacher might assign different pages for this exercise.)

Then, follow the instructions below to write a short essay.

Write a short essay showing your accurate understanding and your reaction to the pages you read. APPLY WHAT YOU LEARNED throughout this exercise in order to paraphrase and cite correctly.

- Follow the prompts below
- Write a rough outline or plan of how you're going to handle the assignment. You might want to list two or three key points you want to make, and for each point list at least one detail that will help you in making that point. (This is a simple outline to help you think ahead and write better.)
- Write 350-450 words, total; that's about a page and a half in Times New Roman 12, double-spaced.

Prompts: write about both 1 and 2 In your essay, although you can choose to emphasize 1 or 2.

1. First, show that you understand the reading accurately. Quickly summarize a few of the points from these pages in the book that stood out as most interesting or helpful to you personally.
2. Second, briefly tell a story of a time when you used ANY one of the strategies or skills discussed in the pages. Show how the reading relates to your experience.
3. Copy in JUST the sources you used for Task 4 from the Resource: Bibliography page below. Label it "Works Cited." Place this short bib a few lines from the end of the essay.

IMPORTANT RULES OF CITING:

- Give credit every time. Be sure to cite authors and page in parentheses after each quotation or paraphrase. Follow the formats in Task 3, above.
- Authors' names must be mentioned, either in sentence or in parentheses. (If no author, use the title, including just the first three words of the title in parentheses). If it's extremely clear in your sentences which authors you are citing, you don't need to include their name in parentheses.
- Be sure to use the book accurately to make your points.

Resource: BIBLIOGRAPHY

Copy this Bib

Paste this bibliography in at the end of your Basic Citation Exercise. (This is the only time you can copy and paste without giving credit.) This bib uses the 8th edition of MLA style rules.

Note: Always be absolutely sure that every source you used in writing a paper is listed on the bib page. By doing so, you are signaling that you used that source. If you do not signal use you are, in the eyes of your professors, hiding your use of a source. Hiding a source is the definition of plagiarism.

Works Cited

Gardner, John N. and Betsy O. Barefoot. *Your College Experience: Strategies for Success*. Bedford/St. Martin's. 2017.

SUNY Potsdam College Writing Center. "Paraphrasing." SUNY Potsdam. 2013,
<https://www.potsdam.edu/sites/default/files/documents/support/tutoring/cwc/Paraphrasing.pdf>

SUNY Potsdam Office of Student Conduct & Community Standards. "SUNY Potsdam Academic Honor Code." SUNY Potsdam. 2017,
<http://www.potsdam.edu/studentlife/studentconduct/honorcode>

"What is Plagiarism?" Georgetown University Honors Council. Georgetown University.
N.d., <https://honorcouncil.georgetown.edu/whatisplagiarism>

Note for your future work: Technically, a "bibliography" is a list of works which you consulted on the topic, but a "works cited" page or "references" list shows only the works you actually used (that is, summarized, paraphrased, or quoted) in your paper.

RESOURCE: TIPS: *Help when you need it*

First, read the following text and take a quick look at each link

Help on campus:

[Potsdam College Writers' Block](#) peer writing consultants can help you with any aspect of your writing, including citation. Just contact us for a free appointment.

SUNY Potsdam librarians can also help with citing, and libraries.potsdam.edu includes good links. They really want to help you learn, so bring your questions, big and small.

Links:

The best online guides to citation styles are [Purdue OWL](#) and [CiteSource](#). The OWL includes sample papers with correct citation and information on all aspects of writing. CiteSource shows how to cite various kinds of web sources.

Citation makers (like EasyBib or BibMe) help you to create a works cited page, but they don't show you when to cite in your sentences and paragraphs. And the quality of the works cited page is still your responsibility: check to be sure that it really is correctly formatted by comparing the format to those at [Purdue OWL](#) or [CiteSource](#).

Citation styles: Different fields of study use different styles. For example, English uses MLA style, but Psychology uses APA style and History uses Chicago style. Your teacher will tell you what style to use. In most 100- and 200-level courses, MLA style will be fine.

Next, bookmark and make a list

Choose your favorite two links mentioned on this page. Bookmark them on your own computer for future reference. Briefly state why you chose them in Task 3, Question 6.

You're done! Remember, you are responsible for learning how to cite and doing it thoroughly. Teachers won't always spell out requirements in the same way, so your initiative to learn and check the formats is essential.