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Lesson Plan 2: Weaving Sources into Writing

**Date to be Presented:** Monday, April 3rd

**Objective:** My goal with this lesson plan is to give the students a refresher on how to cite sources in a paper. We are currently working on the Inquiry assignment, so the updated information on source work will hopefully prove beneficial for their work.

**Materials:** Students will need their laptops and at least three pages of their Inquiry drafts. At least two sources need to be included somewhere in addition to their narrative introduction and their initial research.

**Time Estimate:** The lecture portion of the class should take about 30 minutes. I will use the last 20 minutes to put the students into groups and let them review their own citation format and source integration. I will also walk around and answer any specific questions they have about the lecture or the Inquiry assignment.

**First Slide** (3-4 minutes)

1. Plagiarism
	1. Definition and implications (see PowerPoint that goes with LP)
2. When to use quotes in academic writing
	1. When you could not possibly write the information better in your own words
	2. When it’s opinion heavy
	3. When you need variation
3. Quoting, paraphrasing, and summarizing
	1. Pose to class: what is the different between these things? Who can give examples?
4. When not to cite
	1. Common knowledge
		1. Pose to class: what qualifies as common knowledge?
		2. If you had to look it up, I’d go ahead and say it’s not common knowledge. Better safe than sorry.

**Second Slide** (3-4 minutes)

1. Tips
	1. Direct quotes
		1. Ellipses to keep quotes short
		2. Attribution to the author at the beginning or the end, not both, not neither.
	2. Paraphrasing
		1. Suggestions: try reciting the information from memory without looking at a source
		2. STILL NEEDS A CITATION
	3. Do not ever bring in a citation without analyzing it. Hanging quotes are basically the worst thing to ever do in a paper…ever. EVER.
2. Weaving source materials (10 minutes)
	1. Several examples in PPT
	2. Point out each option when citing materials. Each slide has a different example.
3. Activity (5-7 minutes)
	1. Bring up a clip from Bob’s Burgers (embedded in PPT.) Ask the students to explain the three ways they could cite the speech: direct quote, paraphrase, and summary
4. Group work (20 minutes)
	1. Put everyone into groups and have them peer review each other’s source work. Let them use their laptops to access Purdue OWL and check their work.
		1. Check your work with your group. Did you quote, paraphrase, or summarize?
		2. Does your choice support the argument in the best way possible? Could your paper benefit from another option?
		3. Check your citations. Are they accurate?
		4. Look at the sentences after your cited material. Do you analyze the quore or did you use the quote in place of an analysis? How could you fix that problem in your draft?

**Method of Assessment:** My method of assessment will come from my talks with the students as I walk around the room. I will check in with each group several times and ask them questions similar to the ones in my last slide. Their answers will determine their comprehension. I will also see their source work in action when they all turn in their Inquiry assignments.

**Reflection:** One of the readings that really stuck with me was Brookfield’s and Preskill’s “Keeping Teachers’ Voices in Balance.” I’d never realized how much power a teacher can hold over a discussion before. I keep this reading in mind when I lead discussions. I try to follow their advice and their models for better balanced conversations with students. The last time I gave a lecture, I think I was so nervous that the dreaded student silence would creep up on me that I rambled a little bit. I would like to avoid this situation when I deliver this lecture.