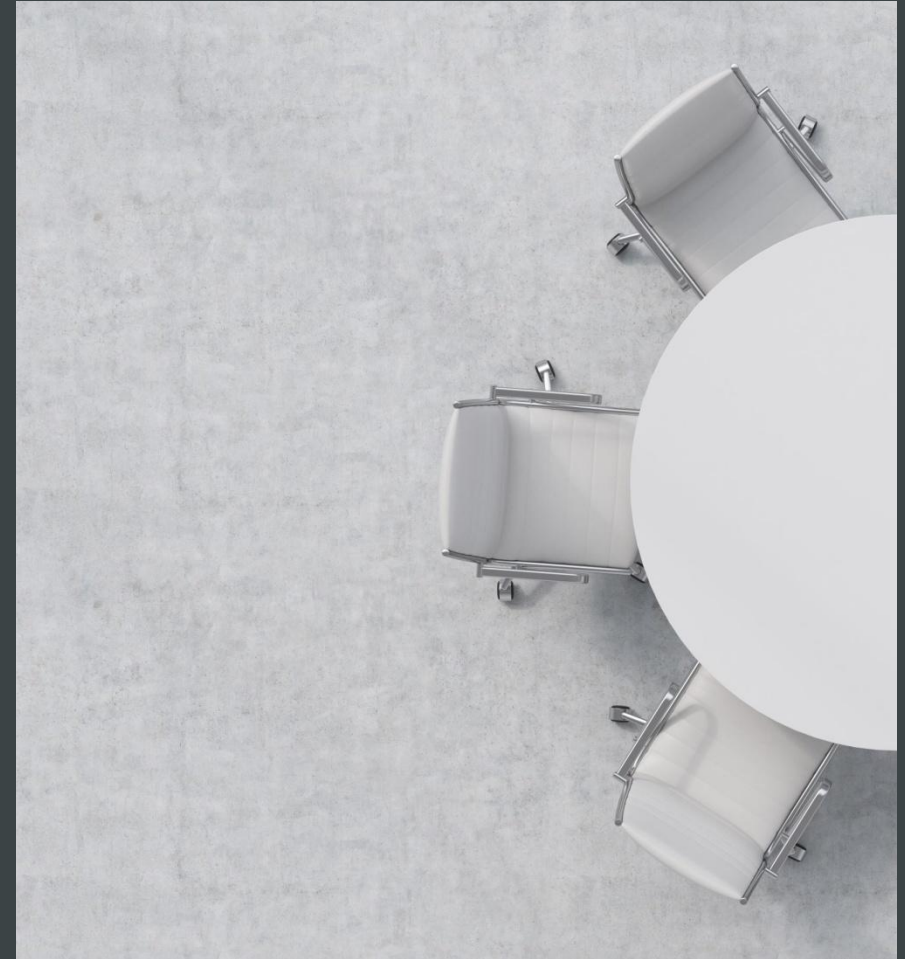# Integrating Sources
Week 2 Lesson 2

English for Academic Purposes

Week 2 Outline

- Lesson 1.Integrating sources: positioning and stance

- Lesson 2. Body Paragraphs. Paragraph Basics. Paragraph – development and evidence

- Lesson 3. Present the two problem parts of an essay (250-300 words)

Lesson 1 Outline

- Incorporating sources into academic/research writing

- Writing Process

- Using Sources

- Determining the purpose of a source

- The three main ways to incorporate a source

- Integrating Seamlessly

- A sample paragraph with a source

- Test-review of the lesson

Incorporating sources into academic/research writing

- Depends on the type of academic paper

- Sources are used differently

- Even though outside sources are being discussed

- Your voice should be heard clearly throughout the essay

- I am interested in what YOU have to say on the topic

- Sources should be used to enhance and support - not replace - your ideas

Writing Process

- During weeks 1 and 2 you have already:
    - Brainstormed a global issue
    - Came up with two specific problems and solutions
    - Deep read your articles and filled the note-taking table; and now
- Narrow the topic and create a working thesis
- Begin writing with the thesis and sources in mind

Using Sources

The purpose of sources must be determined to

- Present facts or statistics

- Serve as evidence to support an argument

- Lend authority to an argument or idea

- Provide examples and illustrations

- State an opposing viewpoint

Every source used **MUST be cited** in the **APA** format

Failing to cite sources properly can result in **plagiarism**

Determining the purpose of a source

- Sources should never be included in a paper without serving a predetermined purpose

- Always be able to explain why each source was chosen and what it contributes to the paper

Use sources in your paper to:

- Provide background information (history/theory) or context that will help readers understand your essay topic (1-2 articles)

- Supply evidence (statistics/research findings that back up a claim) for or help to develop an argument or illustrate the problems (1-2 articles)

- Provide support from an expert or authority on the topic for your suggested solutions (1-2 articles)

The three main ways to incorporate a source are

- Summarizing - capture the key points of a text

- Paraphrasing - rewording the relevant idea(s) from a source

- Quoting - the original wording of the text is important to the discussion

Quotations are appropriate for:

✓ introducing new terminology

✓ defining key terms

✓ substantiating qualitative observations (such as manner of speaking or attitude)

Integrating Seamlessly

Frame the sourced information - The "sandwich approach"

- You introduce the information in your own words

- Insert the sourced information

- Follow it with your own interpretation or analysis

The "**Sandwich Approach**"

Introduce

Insert

Analyze

Adapted from https://dlc.dcccd.edu/englishcomp1rlc-units/integrating-sources?user=dcccd&passw=1dcccd234

The "**Sandwich Approach**"

Introduce

Summary
Paraphrase
Direct quote

Analyze

A sample paragraph with a source

The motivation and urgency to create and improve hybrid-electric technology comes from a range of complex forces. Some of these forces are economic, others environmental, and still others social. In their book Ogden, Williams, and Larson argue that **"continued reliance on current transportation fuels and technologies poses serious oil supply insecurity, climate change, and urban air pollution risks" (2004, p. 7)**. Because of the nonrenewable nature of fossil fuels as well as their negative side effects, the transportation industry is confronted with making the most radical changes since the introduction of the internal combustion automobile more than 100 years ago. Hybrid-electric vehicles are one response to this pressure.

http://www.germanna.edu/wp-content/uploads/tutoring/handouts/Incorporating-Sources-into-Research-Writing.pdf

Introduction to source

Topic sentence

Source material and citation

Analysis

Practice: Find the parts of a paragraph

Traditional handwritten letters provide eyewitness accounts of historical events. In more contemporary times, however, email communication has largely taken over this function from letter writing. Chang (as cited in Smith, 2012, p1) notes that people born in the 1990s onwards "tend to favour Skype and Messenger and are adept at expressing themselves in phrases of 70 characters or less on Twitter." It could therefore be argued that email has been merely a transition medium from letters to web-based and other more immediate forms of communication.

Lets find the parts of the ''sandwich'':
(1 Introduction), (2 Citation), (3 Analysis)

a) She argues that attempts to make plagiarism seem simple prevent us from adequately defining it (Price, 2002, p. 89).

b) Accordingly, a single, all-encompassing definition for plagiarism, which would aim to simplify it, would not be sufficient and likely doesn't exist.

c) Margaret Price, professor of English at the University of Michigan, discusses plagiarism policies in her article, "Beyond Gotcha!: Situating Plagiarism in Policy and Practice."

Link to the:

- Lesson review survey
- Polling website

Sources:

Integrating sources: Positioning and stance. (2016, September 19). [Video]. YouTube. https://www.youtube.com/watch?v=yMRGXVI_hqo

Integrating Sources into Your Writing. (2016, September 15). [Video]. YouTube. https://www.youtube.com/watch?v=Gy-xXWGW-cs

Incorporating Sources into Research Writing. (2014, March). Academic Center for Excellence. http://www.germanna.edu

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Reporting words

VERB	ALTERNATIVES
show	demonstrate, establish
persuade	assure, convince, satisfy
argue	reason, discuss, debate, consider
propose	advance, propound, suggest
believe	hold, profess (the view that …)
advise	suggest, recommend, advocate, exhort, encourage, urge
emphasise	accentuate, stress, underscore
state	express, comment, remark, declare, articulate, describe, instruct, inform, report
support	uphold, advocate
examine	analyse, discuss, explore, investigate, scrutinise
evaluate	appraise, assess
hypothesise	speculate, postulate
claim	allege, assert, affirm, contend, maintain
disagree	dispute, refute, contradict, object, dissent
reject	refute, repudiate, remonstrate (against), discard, dismiss, disclaim

Thank you for your attention!