

# IOWA STATE UNIVERSITY<sup>®</sup>

## **Academic Success Center**

**Ethical Source Use**

# Writing & Communication Consultations



- Writing & communication consultations are **free** and includes both virtual and in-person appointment options.
- Consultations use a peer mentoring model and can cover all stages of the composition process and assist with course assignments as well as professional documents.
- For the most up-to-date information, please visit our website:  
<https://www.asc.dso.iastate.edu/writingsuccess>

# Agenda

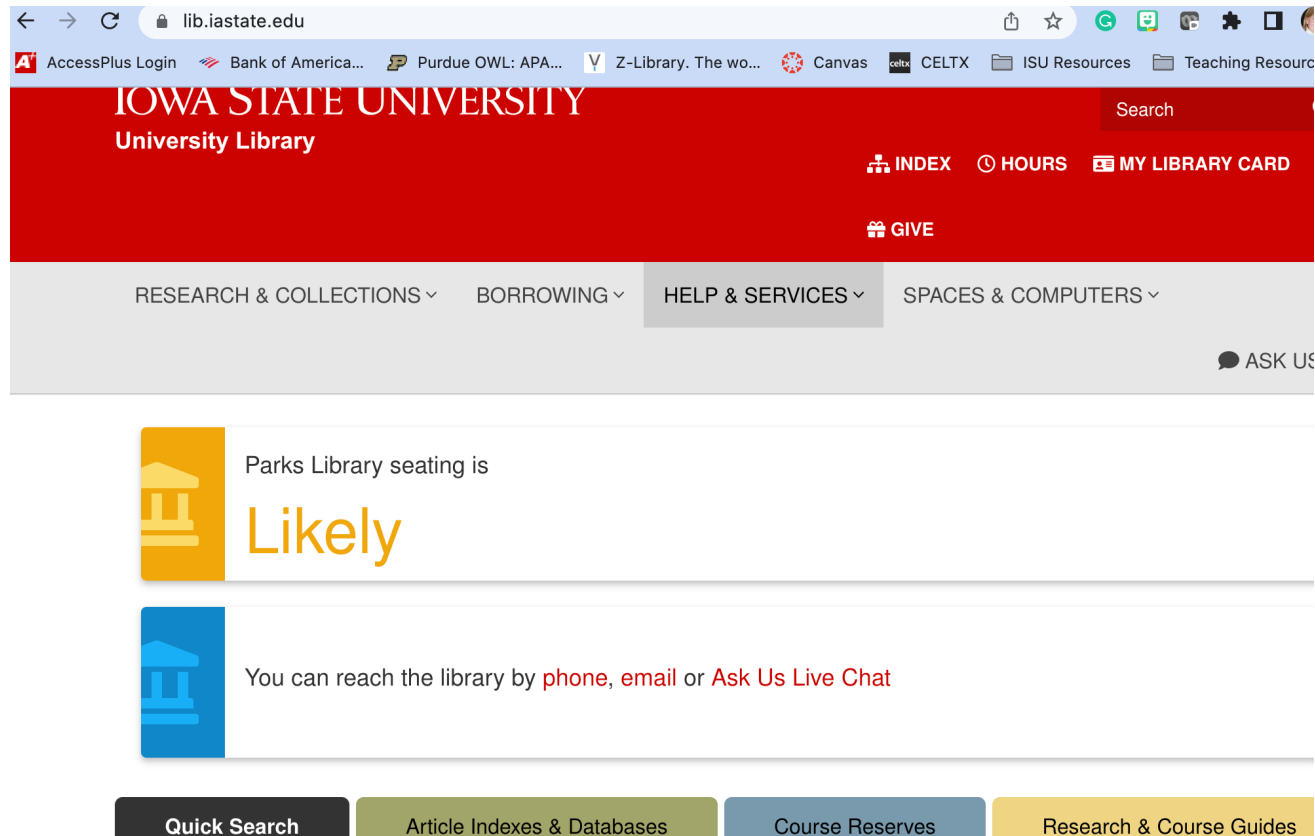


HELPING  
CYCLONES  
SUCCEED

- I. Where to find sources
- II. How to evaluate them
- III. Practice recognizing and avoiding plagiarism (summarizing, paraphrasing, & quoting skills)

# Find Sources with Parks Library

HELPING  
CYCLONES  
SUCCEED



The screenshot shows the Iowa State University Library website. The header is red with the text "IOWA STATE UNIVERSITY University Library" and a search bar. Navigation links include INDEX, HOURS, MY LIBRARY CARD, and GIVE. A menu bar below the header lists RESEARCH & COLLECTIONS, BORROWING, HELP & SERVICES, and SPACES & COMPUTERS. The main content area features two colored boxes: an orange one stating "Parks Library seating is Likely" and a blue one stating "You can reach the library by phone, email or Ask Us Live Chat". At the bottom, there are four buttons: Quick Search, Article Indexes & Databases, Course Reserves, and Research & Course Guides.

lib.iastate.edu

AccessPlus Login Bank of America... Purdue OWL: APA... Z-Library. The wo... Canvas CELTX ISU Resources Teaching Resources

**IOWA STATE UNIVERSITY**  
University Library

Search

INDEX HOURS MY LIBRARY CARD

GIVE

RESEARCH & COLLECTIONS ▾ BORROWING ▾ **HELP & SERVICES ▾** SPACES & COMPUTERS ▾

ASK US

Parks Library seating is  
**Likely**

You can reach the library by [phone](#), [email](#) or [Ask Us Live Chat](#)

Quick Search Article Indexes & Databases Course Reserves Research & Course Guides



Interlibrary  
Loan



Tutorials &  
Videos



Find Your  
Librarian

# Where do I start online?

- The subject or topic can help you pinpoint what databases to use when searching.
- Found a cool source? Who is cited in that source that may also be useful for you?

## Good starting points

Don't know where to start? Try this!

**Academic Search Ultimate**  **Popular**

This database covers almost all subject areas and is especially good at interdisciplinary areas. Good place to start for class assignments. It contains full text articles for more than 6,500 journals.

# Database Searching

- Narrow your search by recency (within the last 10 years is best), and make sure it's peer reviewed.
- What relevant keywords or phrases can you use as search terms?
- Consider Boolean Operators: AND vs. OR vs. NOT; Quotes or not

Searching: [Academic Search Ultimate](#) | [Choose Databases](#)

EBSCOhost

Select a Field (optional) ▼

Search

AND ▼

Select a Field (optional) ▼

Clear ?

AND ▼

Select a Field (optional) ▼

Basic Search | [Advanced Search](#) | [Search History](#)

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Search Options

Search Modes and Expanders

Search modes ?

☐ Boolean/Phrase

☒ Find all my search terms

☐ Find any of my search terms

☐ SmartText Searching [Hint](#)

Apply related words ☐

Also search within the full text of the articles ☐

Apply equivalent subjects ☒

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Limit your results

Full Text ☐

Peer Reviewed ☐

Published Date

References Available ☐

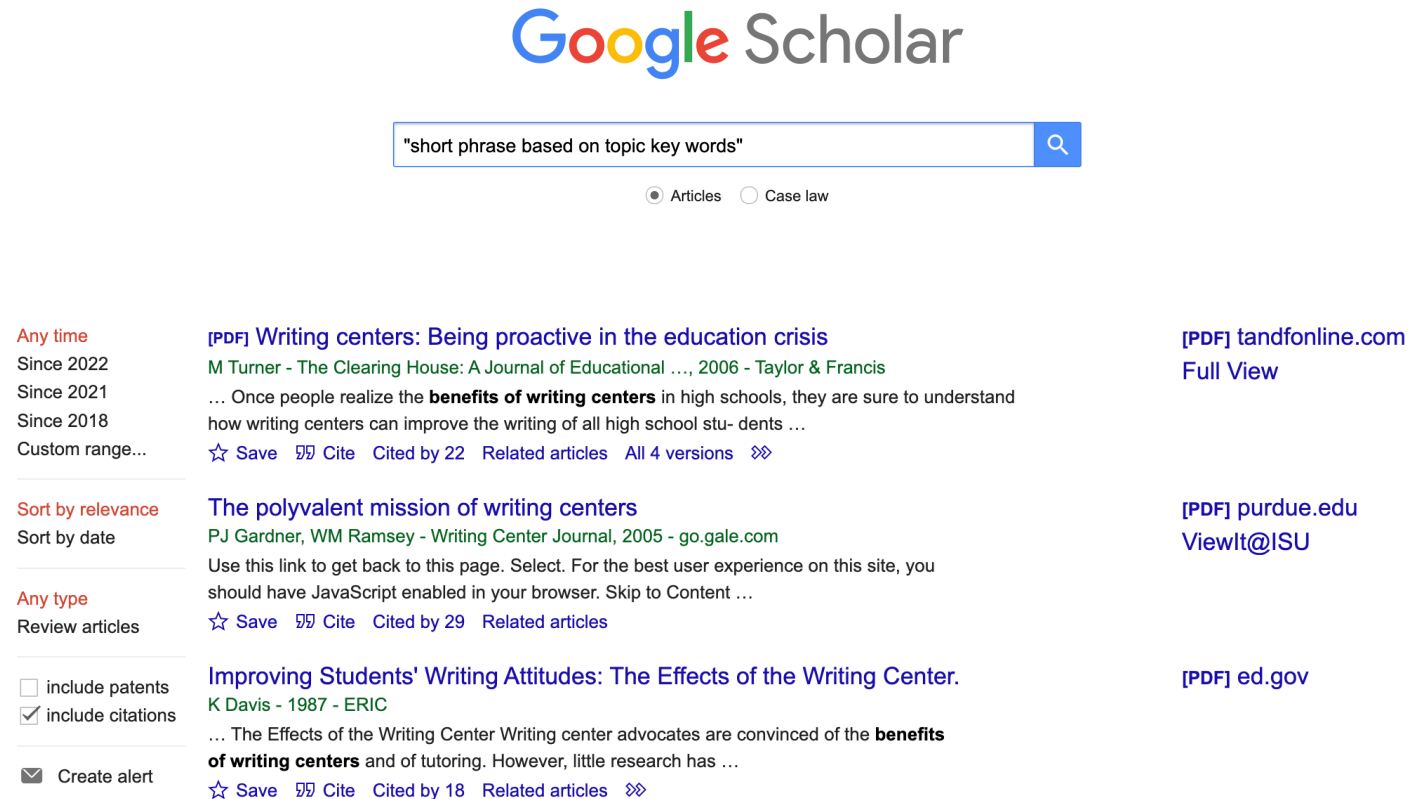
Publication

Publication Type

# Google Scholar

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- Use similar keyword and narrowing strategies as databases but also check that sources are peer reviewed.
- Can “view@ISU” or ILL for access to full text.



The screenshot displays the Google Scholar interface. At the top, the Google Scholar logo is visible. Below it is a search bar containing the text "short phrase based on topic key words" and a search button. Under the search bar, there are radio buttons for "Articles" (selected) and "Case law".

On the left side, there are filters for "Any time" (with options: Since 2022, Since 2021, Since 2018, Custom range...), "Sort by relevance" (with option: Sort by date), "Any type" (with option: Review articles), and checkboxes for "include patents" and "include citations" (checked). There is also a "Create alert" button.

The search results are listed in the center. The first result is titled "Writing centers: Being proactive in the education crisis" by M Turner, published in The Clearing House: A Journal of Educational ... in 2006 by Taylor & Francis. The abstract mentions the benefits of writing centers in high schools. The second result is titled "The polyvalent mission of writing centers" by P J Gardner and W M Ramsey, published in Writing Center Journal in 2005 by go.gale.com. The abstract mentions the best user experience on the site. The third result is titled "Improving Students' Writing Attitudes: The Effects of the Writing Center" by K Davis, published in 1987 by ERIC. The abstract mentions the benefits of writing centers and tutoring.

On the right side, there are links to full-text versions of the articles: "[PDF] tandfonline.com Full View" for the first article, "[PDF] purdue.edu ViewIt@ISU" for the second article, and "[PDF] ed.gov" for the third article.

# How do I know if it's legit?



## Evaluation Criteria (CRAP):

- Currency (date within 10 years or sooner)
  - Reliability (scope of information and reputation of sources used)
  - Authority (credentials of the author)
  - Purpose (intent and scope of information)
- Corroborate between sources; use [FactCheck.org](https://factcheck.org) to verify if needed



# Integrating sources starts with . . .



## Source:

Graff, G., & Birkenstein, C. (2018). *They say/I say: The moves that matter in academic writing* (4<sup>th</sup> edition). W. W. Norton & Company.

## Quotation:

“When a writer fails to provide enough summary or to engage in a rigorous or serious enough summary, he or she often falls prey to what we call ‘the closest cliché syndrome,’ in which what gets summarized is not the view the author in question has actually expressed but a familiar cliché that the writer *mistakes* for the author’s view (sometimes because the writer believes it and mistakenly assumes the author must too). So, for example, Martin Luther King Jr.’s passionate defense of civil disobedience in ‘Letter from Birmingham Jail’ might be summarized not as the defense of political protest that it actually is but as a plea for everyone to ‘just get along’” (Graff & Birkenstein, 2018, p. 33).

# Making sense of sources (paraphrasing skills)



- **Keep track of pagination.** You'll need to note page numbers as you document source material, whether you are quoting or paraphrasing.
- **Define unfamiliar terms** (like cliché and civil disobedience).
- **Explain conversationally to make sure you understand the content;** you can shift into an academic register or formal tone later.

**Try turning to a partner and discussing your interpretation of the quotation from Slide 11.**

# How to summarize



## Source:

Graff, G., & Birkenstein, C. (2018). *They say/I say: The moves that matter in academic writing* (4<sup>th</sup> edition). W. W. Norton & Company.

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“When a writer fails to provide enough summary or to engage in a rigorous or serious enough summary, he or she often falls prey to what we call ‘the closest cliché syndrome,’ in which what gets summarized is not the view the author in question has actually expressed but a familiar cliché that the writer *mistakes* for the author’s view (sometimes because the writer believes it and mistakenly assumes the author must too). So, for example, Martin Luther King Jr.’s passionate defense of civil disobedience in ‘Letter from Birmingham Jail’ might be summarized not as the defense of political protest that it actually is but as a plea for everyone to ‘just get along’” (Graff & Birkenstein, 2018, p. 33).

**Can you summarize the passage’s main idea in less than one sentence?**

# Sample Summaries



## Quotation:

“When a writer fails to provide enough summary or to engage in a rigorous or serious enough summary, he or she often falls prey to what we call ‘the closest cliché syndrome,’ in which what gets summarized is not the view the author in question has actually expressed but a familiar cliché that the writer *mistakes* for the author’s view (sometimes because the writer believes it and mistakenly assumes the author must too). So, for example, Martin Luther King Jr.’s passionate defense of civil disobedience in ‘Letter from Birmingham Jail’ might be summarized not as the defense of political protest that it actually is but as a plea for everyone to ‘just get along’” (Graff & Birkenstein, 2018, p. 33).

## Sample summary 1:

To avoid “the closest cliché syndrome,” Graff & Birkenstein (2018) recommend that authors ensure their summary matches the original author’s views (457-458).

## Sample summary 2:

Graff & Birkenstein (2018) note that summaries must accurately capture the original author’s ideas, requiring an author to be mindful of their own biases and to understand what they’re reading (p. 33).

# How to Quote



To integrate quoted material:

- Use a signal phrase to credit the source.
- Place the words from the source within quotation marks.
- Connect the quote to your own sentence with attention to grammar.
- Use a parenthetical citation.
- You can integrate a quotation into any part of a sentence - the beginning, middle, or the end.

# How to Quote



## Which quotation rules does this example follow?

Gerald Graff and Cathy Birkenstein's latest edition (2018) of their well-known *They Say/I Say* text describes a concept known as “‘the closest cliché syndrome,’ in which what gets summarized is not the view the author in question has actually expressed but a familiar cliché that the writer *mistakes* for the author's view (sometimes because the writer believes it and mistakenly assumes the author must too)” (p. 33).

# Integrating Source Material



- I. Writers who are skilled at integrating sources use a combination of summary, paraphrasing, and direct quotes.
- II. In general, direct quotes should be used sparingly to focus attention on your voice.

# Plagiarism

**Plagiarism is a form of academic misconduct in which you represent someone else's words or ideas as your own.** The basic expectation in every class is that whatever you write will be your own words, generated from your own understanding. It is acceptable to incorporate someone else's words in your paper only if you clearly indicate the words are someone else's. It is also possible to plagiarize other forms of expression such as computer code, mathematical expressions, technical designs and artistic works.

Source: Iowa State University's Plagiarism Resource Guide by the Office of Student Conduct

For the most up-to-date information, check the Office of Student Conduct's Website: <https://www.studentconduct.dso.iastate.edu/>



# How NOT to Quote #1

## What is wrong here?

“‘The closest cliché syndrome,’ . . . [is] a familiar cliché that the writer *mistakes* for the author’s view (sometimes because the writer believes it and mistakenly assumes the author must too).”

## To integrate quoted material:

**X** 1. Use a signal phrase to credit the source

✓ 2. Place the words from the source within quotation marks

**X** 3. Connect the quote to your own sentence with attention to grammar

**X** 4. Use a parenthetical citation

## How would you correct it?

# How NOT to Quote #2

## What is wrong here?

Graff and Birkenstein (2018) argue that accurate summaries are important. “So, for example, Martin Luther King Jr.’s passionate defense of civil disobedience in ‘Letter from Birmingham Jail’ might be summarized not as the defense of political protest that it actually is but as a plea for everyone to ‘just get along’” (Graff & Birkenstein, 2018, p. 33).

## To integrate quoted material:

- ✓ 1. Use a signal phrase to credit the source
- ✓ 2. Place source words within quotation marks
- X 3. Connect the quote to your own sentence with attention to grammar**
- ✓ 4. Use a parenthetical citation

## How would you correct it?

# It's okay to not remember it all!

What resources can you use to help you remember or learn how to cite specific sources or format your bibliography page? For example, these screenshots are from OWL at Purdue:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_author\\_authors.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html)

For interviews, letters, e-mails, and other person-to-person communication, cite the communicator's name, the fact that it was personal communication, and the date of the communication. Do not include personal communication in the reference list.

(E. Robbins, personal communication, January 4, 2001).

## CITING INDIRECT SOURCES

Generally, writers should endeavor to read primary sources (original sources) and cite those rather than secondary sources (works that report on original sources). Sometimes, however, this is impossible. If you use a source that was cited in another source, name the original source in your signal phrase. List the secondary source in your reference list and include the secondary source in the parentheses. If you know the year of the original source, include it in the citation.

Johnson argued that... (as cited in Smith, 2003, p. 102).

(Johnson, 1985, as cited in Smith, 2003, p. 102).