

- 9** Work in a group. Read the original passage from *Wings of Morning* and Ambrose's passage from *The Wild Blue*. Then discuss the questions.

Up, up, up, groping through the clouds for what seemed like an eternity. (...) No amount of practice could have prepared them for what they encountered. B-24's, glittering like mica, were popping up out of the clouds all over the sky.

Childers, T. (1995). *Wings of morning: the story of the last American bomber shot down over Germany in World War II*. Reading, MA: Perseus Books, p. 83.

Up, up, up he went, until he got above the clouds. No amount of practice could have prepared the pilot and crew for what they encountered—B-24's, glittering like mica, were popping up out of the clouds over here, over there, everywhere.

The Wild Blue: The Men and Boys Who Flew the B-24s over Germany, Stephen Ambrose, New York: Simon & Schuster, 2001, p. 164.

- Do you think what Ambrose did was plagiarism? Why or why not? If you say yes, explain exactly which words / phrases / sentences / information constitute plagiarism.
- If it was plagiarism, why do you think he did it? How did it happen?
- What should Mr. Ambrose have done about the issue?
- Could such a case happen in your country? What would the reaction be? How would it be handled?

- 10** Read the following comment. Discuss it with the class. Do you agree or disagree, and why?

Even if you use quotation marks for all of the sentences you use from other sources, it's not really "good writing" unless most of it is your own. Good writing is not simply collecting the best sentences from other people and putting them together; good writing must include originality as well.

- 11** Work in pairs or small groups. Write your own paraphrase of the passage from *Wings of Morning*. Then write your paraphrases on the board and discuss these questions with the whole class.

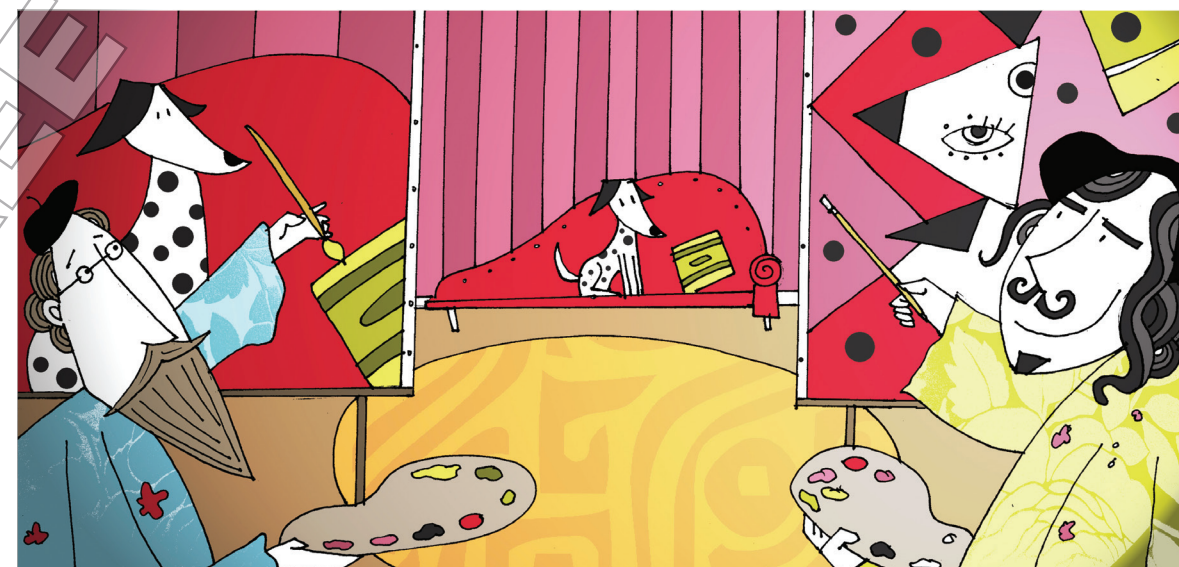
- How were the paraphrases similar? How were they different?
- What was challenging about paraphrasing this passage?
- How long did it take to write an acceptable paraphrase?

- 12** Work with a partner. Share and discuss your paraphrases in your research paper and the original passages they came from. Do you agree that the paraphrases are adequate? Make any desired changes now.

9 In-Text Citations

In this unit you will ...

- learn about correct formatting for APA-style in-text citations.
- practice further deciding whether to paraphrase or quote.
- practice paraphrasing and quoting, using correct in-text citations.
- conduct a peer review of a classmate's research paper.



- 1** Work with a partner or group. Discuss these questions.

- When you read published research, why is it important to know where the authors found their information?
- As a reader, when you are reading information in a report that came from somewhere else, how and where do you like to be told about that—in the body of the paper? At the bottom of the page? At the end of the paper? Somewhere else?
- Have you ever looked up a source that was mentioned somewhere else, such as in an online report or blog, or in a book? If so, describe the circumstances. What made it possible for you to find that original source?

- 2** Work with a partner. Exchange research papers. Complete the peer review form on page 103. When you have both finished, meet with your partner and discuss the peer review forms one at a time.

Making revision decisions

A peer review gives you one reader's impressions of your research paper. Based on this feedback, what you noticed from reading someone else's paper, and your own ideas, you may wish to make changes in your paper. Mark these changes on your hard copy so you won't forget them.

Remember that you are not obligated to change something that your reviewer did not like or understand, as long as you have checked it carefully and are convinced that your paper is the way you want it. However, if your reviewer, for example, had difficulty finding your topic sentences, then that should be a signal to you to check your topic sentences. Are they really clear? Are they located in the correct place?

A short guide to APA style

APA stands for the *American Psychological Association*.

The *Publication Manual of the American Psychological Association* is a collection of rules for academic writing. When you write an academic paper, you can refer to the manual to find out how to format your paper, credit your sources, and address issues of style, grammar, and punctuation.

3 Work with a partner. In each group of examples, check (✓) the format that you think is correct.

- a. My family play soccer.
My family plays soccer.
- b. 5 people came to the party.
Five people came to the party.
- c. *Alice in Wonderland*
Alice in wonderland
Alice In Wonderland
- d. He didn't do it.
He did not do it.
- e. Plagiarism is one of the most important issues that I learned about in this course.
Plagiarism is one of the most important issues which I learned about in this course.
- f. Geothermal, wind, and solar power are popular types of alternative energy sources.
Geothermal, wind and solar power are popular types of alternative energy sources.

Actually, none of these sentences is totally wrong. However, the *Publication Manual* clearly states that in each case one sentence is more appropriate than the other. The *Publication Manual* presents the rules needed for writing an academic paper, such as the research paper you are working on. For more details go to the APA website and view the tutorial at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

The purpose of following APA style

Following a standardized set of style guidelines helps to avoid confusion and to make your writing as clear as possible.

APA is not the only set of style guidelines to follow. There are in fact many guides, including *The Oxford Guide to Style* and *The Chicago Manual of Style*, as well as specific guides for different branches of science and other fields. One style guide is not better than any other. The important thing is to follow the style guide for the type of writing that you are doing. We have chosen APA style for this textbook because it is commonly used in a variety of undergraduate disciplines in English-language universities.

Because in your life as a student, a researcher, and a writer, you might need to use different style guides at different times, it is not recommended that you try to memorize the formatting or rules from any one guide. Instead, become accustomed to following a guide like a rule book. You can apply the same good habits to any guide.

This textbook cannot possibly cover all of the material covered in an APA style guide. You can find some information online, but if you will be writing research papers in the future that use this style, we strongly recommend purchasing your own copy of an APA style guide.

APA citation style

Sources are credited in two places: In the body of your paper, and on a separate page at the end of your paper. In the main body of your paper, write the name of the author who wrote the information you are citing (or the name of the publication or organization if there is no named author), and the year it was written. A more detailed reference list at the end of the paper gives the reader all of the information needed to locate the source.

In-text citations

A citation is a very important sign that tells readers two things simultaneously: you are both an honest and a careful researcher. If you do not clearly alert readers to the information you are borrowing with proper citations, you may be perceived as either dishonest or careless. Much like your developing various other physical and mental abilities, your researching skills also develop through good practice. Using citations properly is no exception to excellent researching practice. Note how simple citing a source can be.

Here are some basic rules:

Quotations

1. If the quotation is short (fewer than 40 words), include it directly in the text. Use double quotation marks ["..."]. Where possible, include the page number after the quotation.

Examples:

Thrasher (2006) stated that there was, "no chance a new parking lot could be built within the existing grounds" (p. 239), although this was before the full extent of the problem had become known.

Naomi Klein observed that the "pillage of the incredible natural resources of the Americas that generated the excess capital made the Industrial Revolution possible" (2009).

2. If there are more than 40 words, put the quote in a freestanding block and indent the block approximately 1.3 cm from the left margin. Single-space the indented block.

Example:

Park (2001) claimed the following:

If the rats were fed purely on cheeseburgers for the duration of the experiment, the resultant lack of activity and lack of desire to exercise increased their weight gain by three times the control group. This conclusively shows that it is the extra cheese consumed on a daily basis, and not the burger itself as was previously thought, that is responsible. (p. 1280)

Note: You can see that there is a difference between the short quote and the long quote regarding where to put periods. Find the difference now and check with a partner that you understand that difference.

Paraphrases

Write the surname of the author and the year in parentheses at the relevant point in the paraphrase. Note that if you write the author's name in the main body, you do not need to repeat it in parentheses. You can even mention more than one source for the same point.

Examples:

Hamagawa (2009) found that drinking coffee ...

In a study of coffee (Hamagawa, 2009), it was concluded that ...

Naomi Klein has recently argued that the Industrial Revolution could not have begun without the rape and pillage of America's vast natural resources (2009).

Investigations into the negative effects of sleep deprivation (Sueyoshi, 2008; Suh, 2010) conclusively prove that ...

- 4 **Work with a partner. Look at the research paper on pages 111–118. How many quotations are there? How many paraphrases are there? Circle any signal phrases that you find.**

Extended practice with in-text citations

- 5 **Read the following article about the accuracy of science in popular movies. Check any unfamiliar vocabulary in a dictionary. You will use this article for the next two exercises.**

Discover.com

Science and movies: My new essay in *Nature*

by Carl Zimmer

November 3, 2010

It is odd that science and films have such a complicated relationship, given that films were born out of science. The invention of photography in the nineteenth century made it possible to capture a series of images and use them to create an illusion of movement. With the development of faster cameras, movies began to seduce the world. Each technical advance has brought change to the cinema, although not every change has resulted in artistic progress – witness Smell-O-Vision and Piranha 3D, for example.



For all that science and technology have delivered to Hollywood, scientists have received little back. Researchers portrayed in films bear scant resemblance to those in real labs. Some on-screen scientists are villains that must be destroyed by common-sense heroes. Others threaten nature with Promethean recklessness. Yet others are mavericks who find cures for cancer single-handedly in jungle tree-houses. And movies often distort science itself. Tornadoes, volcanoes, spaceships, viruses: all obey the laws of Hollywood, not the laws of Newton or Darwin.

Scientists have gnashed their popcorn buckets, wishing for something better. In 2008, the US National Academy of Sciences set up the Science and Entertainment Exchange to bring scientists and Hollywood film-makers together for fruitful exchanges of ideas. Gambis's film festival serves a similar mission: its website announces that it "encourages a greater collaboration between scientists who dedicate their lives to studying the world we live in and film-makers who have the power to interpret and expose this knowledge, ultimately making science accessible and stimulating to a broader audience."

I'm not convinced such collaborations will achieve this goal often, or even whether they should. Exhibit A: Harrison Ford. Earlier this year, he played a biochemist searching for a cure for a genetic disorder in *Extraordinary Measures*, a fairly accurate story inspired by a book by reporter Geeta Anand. In 2008, Ford also played a scientist in *Indiana Jones and the Kingdom of the Crystal Skull*, a fairly accurate account of a comic-book fever dream. *Extraordinary Measures* earned a meagre US\$12 million, whereas *Indiana Jones and the Kingdom of the Crystal Skull* earned \$317 million. Hollywood is a place of business, not charity, and the marketplace speaks clearly: people want their scientists with bullwhips, not pipettes.

Even if Hollywood directors dedicated themselves to achingly realistic biopics about Peter Medawar or Henri Poincaré, that might not be a good thing. Films should not be propaganda, bludgeoning us with messages about how valuable certain things or people are. At their best, films embody the conflicts in our societies, and give form to our inner lives in all their ragged glory. They can use real aspects of the world as their raw material, but holding them drearily to account is a mistake. *Citizen Kane* is about a newspaper editor; it would not have been a masterpiece if Orson Welles had kept asking himself "Does this make journalism accessible to a broader audience?"

6 Work with a partner. Use quotes from the following excerpts in an original sentence of your own. Follow the example. Use an in-text citation.

Example:

With the development of faster cameras, movies began to seduce the world.

- 1) Blogger Carl Zimmer notes that the introduction of faster movie cameras marked the point at which movies “began to seduce the world” (2010).
 - 2) “With the development of faster cameras, movies began to seduce the world,” Carl Zimmer explained in his blog of November 2, 2010.
- a. Yet others are mavericks who find cures for cancer single-handedly in jungle tree-houses.
 - b. Films should not be propaganda, bludgeoning us with messages about how valuable certain things or people are.
 - c. At their best, films embody the conflicts in our societies, and give form to our inner lives in all their ragged glory.

7 Work with a partner. Paraphrase the following excerpts. You may add a comment of your own if you like. Follow the example. Decide whether you need to add an in-text citation (determine whether the information is common knowledge, or whether you learned it from reading the article), and add one where necessary.

Example:

Each technical advance has brought change to the cinema, although not every change has resulted in artistic progress—witness Smell-O-Vision and Piranha 3D, for example.

- 1) Not every scientific advance in the field of movie making has been an improvement; blogger Carl Zimmer gives the examples of Smell-O-Vision and Piranha 3D (2010).
 - 2) Smell-O-Vision and Piranha 3D are two examples of technological advances that didn’t actually help the filmmaking industry (Zimmer, 2010), which reminds us that not every new invention is something that will be beneficial or that will last.
- a. Researchers portrayed in films bear scant resemblance to those in real labs.
 - b. Tornadoes, volcanoes, spaceships, viruses: all obey the laws of Hollywood, not the laws of Newton or Darwin.
 - c. In 2008, the US National Academy of Sciences set up the Science and Entertainment Exchange to bring scientists and Hollywood film-makers together for fruitful exchanges of ideas.
 - d. *Extraordinary Measures* earned a meagre US\$12 million, whereas *Indiana Jones and the Kingdom of the Crystal Skull* earned \$317 million.
 - e. Hollywood is a place of business, not charity, and the marketplace speaks clearly: people want their scientists with bullwhips, not pipettes.

Put it together

- a Look over the peer review you received of your first draft. Make sure you understand any comments and questions your reviewer made. Then make notes for yourself about any parts of your paper you want to change based on this review.
- b Read your paper again to yourself. You may find ideas, explanations, or comments that you want to add; sentences that you wish to delete; or sentences or ideas you would like to put in another place.
- c Locate all of the places where you used quotations or paraphrases. Add the in-text citations. If you have questions about formatting or punctuation, check the examples in this unit, check online, or ask your instructor for help.
- d You will complete a second draft of your paper after Unit 10. However, any time that you wish to make a change, it is perfectly OK to do so. As with previous drafts, remember to save a copy of your paper in more than one place. You may also wish to save copies of your first draft, in case you decide to undo a change.

