Core Competencies:

- Employ principles of ethical and legal use of information by:
  - Demonstrating awareness of the issues regarding intellectual property and plagiarism within the academic setting.
  - Understanding why sources are cited in scholarly writing.
  - Citing and acknowledging sources appropriately in text.
  - Creating accurate references consistently, using an appropriate citation style.

1. Agenda/Introduction – Our agenda is to help you develop skills that will empower you as a writer with authority, while avoiding the pitfall of plagiarism. Those skills are:
   - Understanding what needs to be cited and what doesn’t need to be cited
   - Using sources properly whether summarizing, paraphrasing, or quoting
   - Understanding how citations work: from in-text (parenthetical) citation to the Works Cited list.
   - Recognizing/identifying the necessary parts of citations for various kinds of sources
   - Where to find guides to prepare your paper in the correct style format—(2 minutes)

2. What needs to be cited?
   - If it’s not yours, it needs to be cited: lecture, TV show, interview, book, article, etc.
   - It doesn’t need to be cited if: (1) it is the result of your own original research—give example, (2) it is your own opinion, (3) it is common knowledge—(i.e. information that can be found in many sources, or is likely known by someone studying in a given field)
   - This exercise will illustrate the concept.
   - Do a few of the Bedford Handbook common knowledge exercises together. These exercises are linked on the Workshop Materials page for this workshop.
   - Choose MLA, APA, or CHICAGO – The style doesn’t matter for this “common knowledge” exercise.
   - Use NetSupport software to display this activity on all students’ computers and do it together as a class.

3. To quote, paraphrase, or summarize: When to quote: when the original words of the author are necessary to the information being conveyed. Otherwise, paraphrase or summarize to convey information, while still giving proper citation to the source. Point out that Quotations must be identical to the original. They must match the source document word for word and must be attributed to the original author. Also, make the distinction between summarizing and paraphrasing: Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly. Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material. This leads into Exercise I below.
Glendale College Library Information Competency Workshops
Citing Sources – Outline

4. Introduce Exercise I: Is it acceptable? Or is it plagiarism? Give students time to read the various uses of the Brzezinski text; then discuss their answers to make sure they all get the important concepts—(10 minutes)

5. Understanding how citations work.
   - It is not uncommon find that some students do not yet understand the connection between in-text or parenthetical citations. The first thing I do with this exercise is to explain that connection.
   - Use reproduction of Harry Potter article to discuss the in-text citation and why it may be a page number, a name, a title, or any combination thereof. Follow the in-text citations to the Works Cited page and help students to decipher the various types of citations: book, article in an anthology, journal article, electronic journal article. NOTE: Students do NOT have a copy of this in their handout. I use the document from the Demo Docs shortcut on the instructor’s desktop. When you open it change the view to view the pages side by side and, using Net Support, display them on student computers.

6. Exercise II: Decoding Citations (MLA style). Have students take a few minutes to see if they can “decode” a citation from ProQuest: “Action Heroes and Literate Sidekicks” on page 3 of the handout. Walk around to consult with them as they do this. Discuss answers briefly. —(6 minutes)

7. How to create the Works Cited page—We don’t have time to go through the process step by step, and it will be slightly different for those of you using MLA or APA. NOBODY memorizes every detail of how the citation is put together and punctuated. The key is to use a good guide and follow the format for the type of source you are citing. Guide students to the Citing Sources LibGuide (link from home page) http://campusguides.glendale.edu/cite. Spend a few minutes showing students how the guide is arranged (a separate page for each of the major styles). Point out the links to the GCC guides and OWL:
   - GCC guides (MLA and APA, print and electronic): emphasize the “Format” section as well as the examples of the most common types of citations.
   - Purdue University’s Online Writing Lab—OWL: I introduce students to the ToC on the left side and demonstrate a few examples

8. Exercise III: Have students choose of the online guides, (or paper copies of our MLA or APA guides) to write citations for the sources in Exercise III. Whether they use APA or MLA style should be up to them depending on what course they might be taking and what style they’ve been instructed to use. There’s not usually enough time to discuss this, but for the last 3 minutes you can display the “Citing Sources Citation Key” from the DemoDocs shortcut on the Instructor’s desktop. This shows the correct completed citations in both MLA and APA formats — (12 minutes)

There’s a lot of material in this workshop and a lot of time that students will be working on their own. Be sure to move around the classroom as they work through the exercises to make sure they are making progress and consult with them as needed.