In Your Own Words

Using Words or Ideas from Someone or Somewhere Else in Your own Writing

A teaching unit consisting of three lessons

Overview:
Students are often called upon to research and evaluate external sources of information which they must then report on in writing. Incorporating the words and ideas from external sources is not only necessary but also demonstrates the quality and depth of the student’s understanding of their subject. Often, unintended acts of plagiarism are committed by improper usage of source material. This typically entails copying or failing to cite sources. This tendency usually results from a lack of understanding about how to use external sources properly. This unit therefore sets out, in stepwise fashion, a progression of activities for learning these important and necessary skills for academic writing.

Goal:
Students will gain understanding of the usage of quotation, paraphrasing, attribution and summary.

Resources and Materials:

- Paper, pencils, chalk board
- Vocabulary words are underlined throughout the lesson. A handout lists vocabulary words and definitions. The definitions given are ones relevant to the lesson topics.
- The following web sites provide further information about plagiarism, quoting, paraphrasing, and summarizing:
  - Purdue Owl: Quoting, Paraphrasing, and Summarizing
    http://owl.english.purdue.edu/owl/resource/563/01/
  - Purdue Owl: Intellectual Challenges in American Academic Writing
    http://owl.english.purdue.edu/owl/resource/589/01/
  - Defining and Avoiding Plagiarism: The WPA Statement on Best Practices
    http://www.wpacouncil.org/node/9

Suggested Time Allowance:
Depending on class length, the three lessons can be taught in five 50-minute sessions or three one and one half hour sessions.
Lesson 1: Avoiding Plagiarism by using Quotation and Attribution

Overview of Lesson Plan:
Since the most blatant and often common form of student plagiarism is direct copying of source material without quotation or attribution, the lesson starts there. The lesson starts by engaging students about their understanding of the usage of external source material and progresses to examination and practice in the usage of quotation and attribution.

Objectives:
Students will begin to develop awareness of the necessity for proper incorporation of source material into their writing and gain practice doing so by including a quotation in a simple paragraph and attributing it.

Activities:
1. **Activate Prior Knowledge:** Write (or project) the following questions on the board and ask students for their answers.
   
   *What is plagiarism? What are some examples of plagiarism?*
   
   *How can ideas be owned?*
   
   *Is it ok to use text copied from the Internet in your writing if the author is anonymous?*
   
   *Is it ok to use the ideas that you read somewhere else as long as you put them in your own words?*

   Ask students if they agree with each other’s answers in order to prompt further thinking and discussion about the topic.

   Possible answers may include the following. Ask students about any of the examples that are not offered in their answers.
   - Buying an academic paper written by someone else and putting your own name on it.
   - Copying any number of words from another source and putting them into your text without quotation marks nor attribution and citation.
   - Substituting synonyms for some of the words that are copied, or switching the order of words in a sentence that is copied.
   - Taking someone else’s idea and putting it in your paper and implying that it is your own.
   - Paraphrasing someone else’s writing or ideas without giving them credit with attribution and citation.

   **Explain** that each example above is an example of plagiarism. It is often necessary and important to include words or ideas from other authors in one’s own writing. Emphasize that taking words or ideas from another source and incorporating them into one’s own writing without properly giving credit is plagiarism. This is true even if only a few words or a phrase is “borrowed.” It is also still plagiarism if a writer states the same idea using their own words but does not give credit to the original source.

   **Explain** that there are three ways to properly incorporate words or ideas from another source: quoting, paraphrasing, and summarizing. In all three cases, it is necessary to properly
attribute and cite the source of the incorporated words or ideas. This lesson will focus on how to use words from another text by using quotation, attribution, and citation.

2. **Read and Discuss:** Present the condensed article “Plagiarism Lines Blur for Students in Digital Age,” by Trip Gabriel from the New York Times (included below). Have them read the title. What questions arise in their minds upon reading the article title? Ask students to write down two or three of their questions. These questions will be their personal focus questions. Once the students have finished reading the article, introduce vocabulary words from the article such as credit, confronted, reprimanded, collectively, admonishing, misdeed, disconnect, unbridled, and singularity. Ask for definitions or synonyms. Have students to divide into pairs and use their dictionaries to look up any words that they don’t understand.

**Ask** students if their questions were answered. If not, they will want to hold on to their questions and seek answers to them in the following lessons or with their own research online or at a library. Ask students the following questions to check comprehension and invite discussion.

*Why do you think some students believe they do not need to credit the sources they are using?*

*Why is giving credit to sources important and necessary?*

*Do you think that ideas about plagiarism are changing? Or, do you think that they should change?*

*How might you feel if you found out that someone had copied words that you had written and used them as if they were their own?*

*Some possible answers:*
- Citations give credit to the author who originated the writing or idea.
- Using citations give you, the writer, credibility and shows the research you have done.
- Citations allow the reader to go to the source material and read it for themselves.

3. **Examine, Analyze, and Discuss:** Give students the *Quotation* handout (included below). Have them read example #1 along with the external source material that the student used. Ask them if the writing contains any plagiarism. Then have students read example #2 and ask them what differences they notice between the two examples.

The differences:
- In the first example, words copied from another author’s writing are not quoted or cited. In the second example they are.
- The quotation in example #2 is introduced with an attribution phrase, “The American author Bill Bryson (2002, p.1) writes that,....” Point out that the citation in this case is given right after the author’s name, but it can also go at the end of the quotation.
- In the first example, there is a quotation that is not attributable to any specific source. The second example removes that quotation since a quotation should only be used to indicate exact words taken from a specific source. Instead, the writer has now expressed same idea as a general opinion or observation.

**Emphasize** to students that whenever they copy words from another source into their own writing, those words must be surrounded with quotation marks and the quotation must be cited to its source.

4. **Explain** that when using a direct quotation, the writer should introduce the quotation with an attribution phrase such as those listed here and at the bottom of the *Quotation* handout:
According to Adler (1972), “Every book has a skeleton hidden between its covers.”

As Adler (1972) says, “Every book has a skeleton hidden between its covers.”

Adler (1972) explains that, “Every book has a skeleton hidden between its covers.”

Other possible words or phrases to use for attribution are:

- points out
- claims
- suggests
- reports
- insists
- reminds us
- argues
- writes
- maintains
- mentions

**Discuss:** Check students’ understanding of the meanings of these words in terms of attribution. Ask students to explain differences in meaning or mood between words like *claims, insists,* and *reports.* Ask them to give examples of how they might use one of these words in an attribution phrase. Write examples on the board.

**Expansion Exercise:** Ask students to rewrite the last two examples of attribution phrases in the Quotations handout several times using attribution words from the included list. Ask the students if some seem more appropriate than others for attributing the sample quote.

5. **Exercise:** Ask the students to read the student writing example #3 and then rewrite it in any way they choose so long as the words from the external source are *quoted, attributed,* and *cited* properly. Check for understanding by asking students (specific individuals or volunteers) what *quote, attribute,* and *cite* mean.

Once the students have completed their paragraphs, ask them to share and compare their paragraphs with a partner.

**Homework:**

Depending on time availability, this assignment can be started in class.

Ask students to choose one of the quotes listed on the Writing Assignment handout and to write a short paragraph that incorporates it. Their paragraphs should start with a topic sentence and follow with three or more supporting sentences. The quotation they select should help to support or add interest to the controlling idea of their topic sentence or one of the other supporting sentences. Remind them to use quotation marks, an attribution phrase, and a citation.

**Assessment:**

Students can be evaluated on their thoughtful participation in class discussions, their ability to understand and use new vocabulary words and concepts, their careful completion of the exercise and writing assignment using proper quotation, attribution, and citation, and their thoughtful analysis of the exercises that their peers have completed.
## Vocabulary

The definitions given here are related to the lesson topic.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>plagiarism</td>
<td><em>Plagiarism</em> means to use words or ideas from someone or somewhere else without properly giving credit to that source. In America, plagiarism is a serious matter and can result in a failing grade or expulsion from a university.</td>
</tr>
<tr>
<td>incorporate</td>
<td><em>Incorporate</em> means to use the words or ideas of another person in your own writing.</td>
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<tr>
<td>citation</td>
<td>A <em>citation</em> tells the reader where to find the source of specific ideas or words that are being used in a piece of writing.</td>
</tr>
<tr>
<td>attribute</td>
<td>To <em>attribute</em> means to name the author of the words or ideas you are incorporating into your own piece of writing.</td>
</tr>
<tr>
<td>author</td>
<td>The <em>author</em> is the person who wrote the piece of text.</td>
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<tr>
<td>authorship</td>
<td><em>Authorship</em> refers to the person who wrote a piece of writing and therefore owns it.</td>
</tr>
<tr>
<td>credit</td>
<td>When you give someone <em>credit</em> you acknowledge the work that they have done.</td>
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<tr>
<td>rights</td>
<td><em>Rights</em> are privileges that are given to one by law.</td>
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<tr>
<td>copyright</td>
<td><em>Copyright</em> means that when a person writes a text, it belongs to them.</td>
</tr>
<tr>
<td>anonymous</td>
<td>The author of a piece of <em>anonymous</em> writing is unknown.</td>
</tr>
<tr>
<td>text</td>
<td><em>Text</em> is a name for the written words that make up a piece of writing.</td>
</tr>
<tr>
<td>quotation</td>
<td>A <em>quotation</em> is the presentation of the exact words, phrases, or sentences of an author or speaker with quotation marks at the beginning and end. The source of a quote is always indicated with a citation.</td>
</tr>
<tr>
<td>synonym</td>
<td>A <em>synonym</em> is a word that means the same thing, or something very close to the same thing, as another word. (Example: <em>below</em> and <em>under</em> can sometimes be synonyms for each other)</td>
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<tr>
<td>paraphrase</td>
<td>When you <em>paraphrase</em> another author’s writing or ideas, you say them in your own words, making sure that the meaning stays the same.</td>
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<tr>
<td>proper</td>
<td><em>Proper</em> means doing something correctly or the right way.</td>
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<tr>
<td>imply</td>
<td>When a person <em>implies</em> something, they are giving information indirectly.</td>
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<tr>
<td>integrity</td>
<td>If you have <em>integrity</em>, it means you are honest and people trust you.</td>
</tr>
<tr>
<td>surround</td>
<td>When your <em>surround</em> a word, phrase, sentence, or series of sentences with quotation marks, it means that you place an opening quotation mark (&quot; ) before the beginning of the words, and a closing quotation mark after the end of the words (&quot; ). Example: “Yes we can.”</td>
</tr>
<tr>
<td>external source</td>
<td>An <em>external source</em> is any text, speech, or image, whether from a web site, book, or magazine, that you, the writer, did not create yourself.</td>
</tr>
<tr>
<td>audience</td>
<td><em>Audience</em> means the intended readers you are writing for. Different types of writing can each have a particular audience, or type of reader. Some examples are medical journals that are written for doctors or popular music magazines that are written for people in their teens or twenties.</td>
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</tbody>
</table>
Plagiarism Lines Blur for Students in Digital Age

by Trip Gabriel
From the New York Times, August 1, 2010 (This condensed version from http://learning.blogs.nytimes.com/2010/08/03/are-you-part-of-generation-plagiarism/)

At Rhode Island College, a freshman copied and pasted from a Web site’s frequently asked questions page about homelessness — and did not think he needed to credit a source in his assignment because the page did not include author information.

At DePaul University, the tip-off to one student’s copying was the purple shade of several paragraphs he had lifted from the Web; when confronted by a writing tutor his professor had sent him to, he was not defensive — he just wanted to know how to change purple text to black.

And at the University of Maryland, a student reprimanded for copying from Wikipedia in a paper on the Great Depression said he thought its entries — unsigned and collectively written—did not need to be credited since they counted, essentially, as common knowledge.

Professors used to deal with plagiarism by admonishing students to give credit to others and to follow the style guide for citations, and pretty much left it at that.

But these cases—typical ones, according to writing tutors and officials responsible for discipline at the three schools who described the plagiarism—suggest that many students simply do not grasp that using words they did not write is a serious misdeed.

It is a disconnect that is growing in the Internet age as concepts of intellectual property, copyright and originality are under assault in the unbridled exchange of online information, say educators who study plagiarism.

Digital technology makes copying and pasting easy, of course. But that is the least of it. The Internet may also be redefining how students—who came of age with music file-sharing, Wikipedia and Web-linking—understand the concept of authorship and the singularity of any text or image.
Student’s writing - Example #1:

The way that words are spelled in English can be very confusing for people trying to learn it as a second language. Unlike some other languages, there can be many ways to spell the same sound. Sometimes the same spelling pattern can result in sounds that are not alike. English is a merry confusion of quirks and irregularities that often seem willfully at odds with logic and common sense. Because of this confusion, English teachers will tell students, “that’s just the way it is, you have to memorize it.” But I have learned that there are ways to bring more sense to English spelling.

Student’s writing - Example #2:

The way that words are spelled in English can be very confusing for people trying to learn it as a second language. Unlike some other languages, there can be many ways to spell the same sound. Sometimes the same spelling pattern can result in sounds that are not alike. As the American author Bill Bryson (2002, p.1) writes, “English is a merry confusion of quirks and irregularities that often seem willfully at odds with logic and common sense.” Because of this confusion, English teachers will tell students that there is nothing they can do but memorize all the different spellings. But I have learned that there are ways to bring more sense to English spelling.

Source text that the student is referencing:

The physicist Richard Feynman once remarked that every time a colleague from the humanities department complained that his students couldn’t spell a common word like seize or accommodate, Feynman wanted to reply, “Then there must be something wrong with the way you spell it.”

There is something in what he said. English is a merry confusion of quirks and irregularities that often seem willfully at odds with logic and common sense. This is a language where cleave can mean to cut in half or to hold two halves together; where the simple word set has 126 meanings as a verb, 58 as a noun, and 10 as a participial adjective; where if you run fast you are moving swiftly, but if you are stuck fast you are not moving at all; where colonel, freight, once, and ache, among many thousands of others, have pronunciations that are strikingly at odds with their spellings...

Excerpted from:
Quotation Exercise

Directions: Read the student writing example #3 and then rewrite it in any way you choose. Be sure that the words from the external source are quoted, attributed, and cited properly.

Student writing – Example #3
Though we live in the richest nation on Earth, more and more Americans are taking antidepressants. The problem is that wealth and material possessions cannot bring happiness. Advertising constantly tells us to improve ourselves by buying things and fulfilling our fantasies. But as a society, we have become so self-centered that we have difficulty forming meaningful relationships. Big cities are teeming with very lonely people. The true way to happiness and fulfillment is to care about others. An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.

Source text that the student is referencing:
“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.”
Martin Luther King, Jr.
American clergyman and a prominent leader in the American Civil Rights movement (1929 - 1968)

Examples of Attribution Phrases:
According to Adler (1972), “Every book has a skeleton hidden between its covers.”
As Adler (1972) says, “Every book has a skeleton hidden between its covers.”
Adler (1972) explains that, “Every book has a skeleton hidden between its covers.”
Other possible words or phrases to use for attribution are:
points out
reminds us
claims
argues
suggests
writes
reports
maintains
insists
mentions

Attribution Exercise

Directions: Rewrite the last two examples above several times, each time using a different attribution word from the list. Do some seem more appropriate than others for attributing this quote? How does changing the attribution phrase change the mood of the quote?

Examples:
As Adler (1972) points out, “Every book has a skeleton hidden between its covers.”
Adler (1972) maintains that, “Every book has a skeleton hidden between its covers.”
Quotation Writing Assignment

Choose one of the following quotations and write a short paragraph that incorporates it. Your paragraph should start with a topic sentence and follow with three or more supporting sentences. The quotation you select should help to support or add interest to the controlling idea of your topic sentence or one of the other supporting sentences. Be sure to use quotation marks, an attribution phrase, and a citation.

“The happy families are all alike; every unhappy family is unhappy in its own way.”
Leo Tolstoy, Anna Karenina, Chapter 1, first line
Russian novelist (1828 - 1910)

“I have not failed. I’ve just found 10,000 ways that won't work.”
Thomas A. Edison
US inventor (1847 - 1931)
Edison, inventor of the electric light bulb, is purported to have said this during his search for a filament that would not quickly burn out.

“Yes we can.”
Barack Obama, New Hampshire Democratic Primary Speech, 01-08-08
44th President of United States (1961 - )

“In the long run you hit only what you aim at. Therefore, though you should fail immediately, you had better aim at something high.”
Henry David Thoreau
American author and transcendentalist (1817 - 1862)

“If you have any doubts that we live in a society controlled by men, try reading down the index of contributors to a volume of quotations, looking for women’s names.”
Elaine Gill, Welsh author
Overview of Lesson Plan:
Paraphrasing is central skill for referring to, evaluating, and summarizing external source material. This lesson promotes a stepwise awareness building of the usage of synonyms and word order when paraphrasing. It emphasizes the importance of reading for understanding and vocabulary building. Because paraphrasing is a skill that can be done successfully or poorly, examples of both good and bad paraphrasing are given.

Objectives:
Students will gain awareness, understanding, and practice with paraphrasing.

Activities:
1. **Review / Activate Prior Knowledge:** Teacher: In our last lesson, we talked about the importance of giving credit to the author of words or ideas that we incorporate into our writing. When we copy the words from another source, we surround those words with quotation marks. We are also sure to use an attribution phrase and a citation. Today we are going to learn about another important way to use ideas that we take from an outside source. It is called **paraphrasing**.
   
   **Ask** students: “Can anyone think of another word for purpose?”
   
   To help students with a prompt, the teacher can say, “My purpose in life is to eat as much chocolate as I possibly can. Can you think of another word for purpose in that sentence?”
   
   The teacher writes the sentence on the board and then writes other words that the students may suggest, such as goal, aim, reason, intention, point, or objective.
   
   Then **Ask** students for another way to say:
   
   It is possible to store the mind with a million facts and still be entirely uneducated.
   
   **Write** some of the student suggestions on the board. Repeat the sentence once more if students forget its gist.

2. **Write** (or project) the following questions on the board and ask students for their answers.
   
   **What is paraphrasing? What are some examples of paraphrasing?**
   
   **Is it ok to use the ideas that you read somewhere else as long as you put them in your own words?**
   
   **Ask** students if they agree with each other’s answers in order to prompt further thinking and discussion about the topic. Write some of the student’s answers on the board.

3. **Examine and compare:** the two sentences from Example #1 in the Paraphrasing handout (included below). Ask the students if they mean the same thing. Ask them to point out which words are the same and which are different. Then ask them if the word order in the two sentences is the same or different.

   **Write** the following on the board and ask one of the students to read it aloud:
   
   When paraphrasing, you take information from an **external source** and restate it using your own words while making sure to keep the meaning the same.
2. **Exercise**: Ask the students to match the two columns in the Synonym Exercise on the Paraphrasing handout by drawing lines that adjoin each pair of *synonyms*. Tell students to use a dictionary to look up any words that they don’t know. Ask students to pair with others to check answers; then ask for answers from the class as a group.

3. **Exercise**: Ask the students to choose the best match for each underlined word in Synonym Exercise #2 of the Paraphrase handout. Have students check their answers with another classmate; then check answers as a group.

4. **Examine and compare**: the two sentences from Example #2 in the Paraphrasing handout (included below). Ask: “In comparing the two sentences, what do you notice about the word order?” Ask if both sentences mean the same thing.

   **Explain**: When paraphrasing, along with using *synonyms*, you can also rearrange the order of words or change the grammar of the sentence as long as the meaning does not change. A paraphrase is never surrounded by quotation marks. But a paraphrase does need to be attributed to its source.

   **Expansion Exercise**: Paraphrasing Example #3 provides another example of changing the word order when paraphrasing.

5. **Exercise**: Have the students complete Paraphrasing Exercise #1. (10 minutes) When they are done, ask them to compare paraphrases with a partner. (5 minutes) Ask the class to volunteer paraphrases that they particularly liked and write them on the board. (5 minutes)

**Homework:**
Ask the students to complete Paraphrasing Exercise #2 at home and bring it to next class.

**Assessment:**
Ask students (particular individuals or volunteers) how to go about paraphrasing. Check for agreement or alternative answers. Review the paraphrasing homework of each student.
Example #1
Directions: Examine and compare the following two sentences. Do they mean the same thing? Which words are the same and which are different? Is the word order in the two sentences the same or different?

The economic outlook remains sound.
The prospects for the economy are healthy.

Example #2
Directions: Examine and compare the following two sentences. Do they mean the same thing? Which words are the same and which are different? What do you notice about the word order in the two sentences?

Because carbon monoxide has no scent, it is very dangerous.
Carbon monoxide is hazardous since it cannot be detected by smell.

Example #3
Directions: What do you notice about the word order in the two sentences?

Furthermore, since he was exceedingly shy, he never got up the courage to learn how to dance.
In addition, he never developed the confidence to teach himself to dance because he was so very bashful.

Example #4
[These examples are from the Purdue Owl web site. owl.english.purdue.edu/owl/resource/563/01/]

Directions: Compare the two paraphrased versions to the original. Which is successful and which shows plagiarism. Why? (Be sure to consult the Plagiarism Checklist.)

Original text:
Students frequently overuse direct quotation in taking notes, and as a result, they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

Paraphrase #1
Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes. (Lester 46-47).

Paraphrase #2
In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim. (Lester 46-47).
Synonyms

**Synonym Exercise #1**
*Directions:* Draw a line from each word in the first column to a word in the second column that has the same or similar meaning. Use a dictionary to look up any words that you don’t know. *(Example: exit----depart)*

<table>
<thead>
<tr>
<th>harsh</th>
<th>rival</th>
</tr>
</thead>
<tbody>
<tr>
<td>continuous</td>
<td>decide</td>
</tr>
<tr>
<td>surpass</td>
<td>depart</td>
</tr>
<tr>
<td>compete</td>
<td>uninterrupted</td>
</tr>
<tr>
<td>exit</td>
<td>rough</td>
</tr>
<tr>
<td>choose</td>
<td>exceed</td>
</tr>
</tbody>
</table>

**Synonym Exercise #2**
*Directions:* Which word is closest in meaning to the words that are underlined?

2.1 The water agency is **predicting** another drought this year.
   A. making  
   B. forecasting  
   C. questioning  
   D. depending upon

2.2 In addition, inflation has added to the city’s budget woes.
   A. Already  
   B. Unfortunately  
   C. Furthermore  
   D. Secondly
Paraphrasing Exercise #1

Directions: Paraphrase each of the following statements. Make sure that you understand what the statements mean. Use a dictionary to look up any words that you don’t know. You might try using synonyms (different words that mean the same thing) and changing the order of the words in the sentence. After you believe that you fully understand the meaning of the statement, turn it over and write its meaning in your own words. Be sure to introduce your paraphrase with an attribution phrase (see example below and examples from lesson 1). When you have finished paraphrasing each of the statements, read the checklist below and make any changes that you feel are necessary.

Example:

Education is what survives when what has been learned has been forgotten.
—B. F. Skinner,
B. F. Skinner tells us that after we have forgotten all the things we have studied, our true education reveals itself.

1.1 We find comfort among those who agree with us - growth among those who don't.
—Frank A. Clark

1.2 If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.
—Nelson Mandela

Paraphrasing Checklist:

- Has the meaning remained consistent? Or has it been altered in some way?
- Are all of the main ideas included?
- Have synonyms and word order been used effectively?
- Is the paraphrase too similar to the original?
- Are there phrases that are identical to those in the original? If so, they should either be changed or surrounded by quotation marks.
- Have you properly attributed or cited your paraphrase? Even when you put ideas from another source into your own words, you must give proper credit to that source.

Paraphrasing Exercise #2

Directions: Paraphrase the following paragraph. Be sure that you fully understand its meaning. Look up any words that you don’t know, or would like to know better. After you feel you fully understand the meaning, turn it face down on the table and write it in your own words. When you are done, review the Paraphrasing Checklist above.

Climate change is already affecting our lives and the places we live, and has the potential to dramatically impact the lives of future generations. If we don’t act now, we will leave a much larger problem to our children. The good news is that, if we all join in to stop climate change, we can reduce its impact on our lives, on our environment and on future generations.

Overview of Lesson Plan:
Summarization builds upon the skill of paraphrasing. It represents the ability to condense whole bodies of material into concise, clear representations of the source and can be either subjective or objective in nature. This lesson presents a stepwise process through the summarization of a journalistic article.

Objectives:
Students will gain awareness, understanding, and practice of summarization.

Activities:
1. **Review**: Ask the students what the article, “Plagiarism Lines Blur for Students in Digital Age,” by Trip Gabriel was about. What were some of the issues that were raised? How should a writer go about using information from external sources properly? Write a few of the student suggestions on the board.

2. **Activate prior knowledge**: Ask students for the meaning of summary, summarize, and summarization. Write some of the student suggestions on the board.

3. **Explain**: Tell the students that they are going to learn about summarization. Start by having students read the example summarizations of the process of summarizing on the Summarization handout.

4. **Read**: Ask the students to read once more the article, “Plagiarism Lines Blur for Students in Digital Age,” by Trip Gabriel. Tell students that they will summarize the article into a single paragraph.

5. **Explain**: Go over the summarization steps on the Summarization handout that the students will follow for this lesson.

6. Have the students follow the summarization steps (15 - 20 minutes). Once they have finished, complete the following steps:
   - Have the students get together in pairs or small groups and **compare** their individual paraphrases of topic sentences. They should discuss how well each paraphrase captures one of the main ideas of the article. They also should examine the paraphrase language to make sure that it is not too like the original (i.e. to many of the same words in the same order). Suggest that they consult the Paraphrasing Checklist.
   - Have the students revise their paraphrases according to what they have taken from the discussion.
   - The students are then instructed to combine their sentences into a single paragraph that maintains the same order of ideas as the original article.
   - **Examine**: Have the students once more review the Summarization Example and underline attribution phrases. Also have them review the examples of attribution phrases from Lesson 2.
• Have students practice applying attribution and transition phrases to their paragraph. (8 minutes)
• Have the students once again discuss their paragraphs in pairs with focus on attribution and transition words and phrases.

**Homework:**
Allow the students to review and continue to revise their summary until they are happy with it.

**Assessment:**
Collect the student summaries and evaluate each in terms of the Paraphrasing checklist. Also check for effective use of attribution phrases.
Summarization Example

Summarization, as Joy M. Reid explains in her book, *The Process of Composition* (2000), is a concise account of the central ideas of a source text. The length of a summary will depend upon its intended purpose.

Reid says that in order to write a good summary, one must understand the source material and be able to pick out the main ideas from the supporting details. The writer must then restate those ideas in language that is easily understandable to his or her audience. Reid points out that one type of summary takes a position and conveys the writer’s feelings or opinion about the source material. Yet another, more objective approach, may present simple reporting that lets readers make up their own minds.

In either case, a summary should follow certain conventions. As with any good paragraph, Reid tells us the summary should have an introduction that presents the main idea along with an attribution or citation of the source. The body of the summary highlights the supporting ideas. Reid advises that the summary writer identify main ideas by focusing on headings and topic sentences of paragraphs. Finally, Reid suggests that a summary’s conclusion should mirror that of the source.

Steps for the Summarization Exercise

- Fill out the article’s title to form a complete sentence. This will become the topic sentence for the summary paragraph.
- Paraphrase the topic sentence of each paragraph in the article. (Note: for the Trip article, it is recommended to paraphrase the first three paragraphs as a single unit.)
- Paraphrase the article’s conclusion.