A Workshop to Help Students Integrate Sources into Their Writing

Shawn Raisig
University of Tübingen, Germany

Dzifa Vode
Nuremberg Institute of Technology, Germany

Abstract

Inexperienced academic writers often have difficulty understanding and implementing academic intertextual practices, i.e. interpreting, extrapolating and integrating primary and secondary sources into their own texts. To address this need, we developed a workshop with learning stations. We identified five key difficulties students face and created seven exercises that address them. In the workshop, participants move from station to station, working on the exercises at their own pace by using pre-prepared materials at the stations. In this paper, we describe how we devised the workshop based on analysis of both the problem and the contexts in which the workshop has been carried out. Detailed descriptions for each exercise as well as a dramaturgy of the workshop are included; sample texts and handouts for each station can be found in the Appendix. Based on anecdotal participant feedback, we discuss advantages and disadvantages of the different exercises and of the workshop set-up. With the information provided, readers should be able to replicate this workshop and adapt the exercises to their own educational settings.

Introduction

'How can we help students learn how to integrate sources into their text?' This was the question Ulrike Lange from the Bochum Writing Center asked writing centre professionals in 2013 in an open space session at the annual German Peer Tutoring Conference in Bochum, Germany. Lange, as well as the participants (including the authors), had observed that students often string together quotations without adding their own thoughts, fail to utilize quotes to support their own line of argumentation or simply plagiarize. In short, students often struggle with employing academic intertextual practices. We also realized, in our discussion, that teaching this skill is not easy.

As a result of this open space session, we decided to address the difficulty of students to integrate sources into their own written texts by designing a workshop. A prototype of the workshop was tested at the European Writing Centers Association conference in Frankfurt Oder, Germany in 2014. The workshop, titled 'Integrating sources into your text', featured seven different exercises meant to help students effectively integrate words and ideas from other sources into their own written texts.

This article describes the workshop including the seven different exercises, and shows how each could be useful in helping students to understand and implement academic intertextual practices. We first explain how we developed the workshop and review why we think the seven exercises are useful. We then provide a detailed description for each exercise and explain how the workshop was conducted. Sample texts and handouts for each exercise are provided in the Appendix. Advantages and disadvantages of the different exercises and of the workshop setup, based on anecdotal participant feedback, are also discussed. Lastly, we return to our initial problem, namely the difficulty students face in integrating sources into their own written work, and offer our suggestions for further

implementation and adaptation of our workshop. With the information provided, we hope to enable our readers to replicate this workshop and adapt the exercises to their own educational settings.

Developing the Workshop

'We create our texts out of the sea of former texts that surround us, the sea of language we live in' (Bazerman 2003: 1). This so-called intertextuality – the relationships a text has to other texts – is true for all sorts of writing. However, academic writing requires a certain form of explicit intertextuality that students often struggle with. Developing a workshop that helps students learn how to integrate other voices into their own writing included (1) analysing the problem to be addressed by reviewing the literature and drawing on our experience in order to formulate the learning goals; (2) analysing our contexts; and (3) designing the workshop set-up based on our conclusions from the analysis.

(1) The problem: Struggling to integrate sources into their texts

The first step in developing the workshop was to determine specific problems students have when struggling to integrate sources into their own written texts. Our observations of such difficulties in our own classrooms and writing centres were supported by research literature. Following Bloom's original *Taxonomy of Educational Objectives* (1956), cognitive skills focused on knowledge are typically the stopping point for less experienced students. They tend to merely recall facts and struggle with more sophisticated skills such as interpreting the original text for meaning and extrapolating the ideas for the purpose of supporting their own ideas in writing. This taxonomy, which has since been updated to emphasize the actions of analysing and evaluating source texts as well as the creation of one's own text (Anderson et al. 2001), can be used as a framework to describe the higher-level skills with which many writers struggle.

Empirical research has shown that integrating sources into their own texts constitutes a problem for inexperienced writers of academic texts. Difficulty with such integration of sources results in texts that exhibit a disintegrated patchwork, abrupt changes in style and uncritical paraphrasing of the original author's voice (Pohl 2007 and Steinhoff 2007). Dittmann et al. (2003) investigated the problems students have with academic writing, and found that the most common problems listed were 'summarizing sources' and 'integrating sources into your own text'. Keseling (2004), who investigated writer's block, was also able to show that some of the difficulties writers face result from problems with summarizing their reading and integrating quotations. Although students had learned and practiced summarizing in school, they had a hard time identifying central theses, and they extracted much more material than needed when writing their own text, which, as a result, tended to contain too many quotations. Keseling (2004) explained the problem as having an exaggerated respect towards the wording of the source text: students tend to stick too closely to the phrasing used in the source text and to lose sight of the essential message. Students also have difficulty distinguishing between different rhetorical functions of a text, such as implying or recommending (Swales and Feak 2012). For example, if the author of a source text were to recommend further steps, the student might misinterpret this recommendation as a requirement. This, along with the other aforementioned problems, causes students to lose their own voice in their writing.

Based on the literature reviewed, the aforementioned discussion with the writing centre professionals at the Peer Tutoring Conference, and our own experience in teaching writing, we identified five key difficulties students seem to face when integrating sources into their own writing: (i) identifying essential ideas in the text; (ii) exaggerated respect towards source text; (iii) source text wording too powerful; (iv) lack of knowledge about the technicalities of citing and integrating sources; and (v) lack of knowledge on standard academic phrases and verbs.

From these five key difficulties, we derived the following learning outcomes for the workshop. After the workshop, the students:

- Have tried out and reflected on techniques that help them to identify essential ideas in a source text
- Have experienced that less respect towards a source text may be useful
- Can apply methods that help them to paraphrase the source text

- Are able to differentiate between citing, paraphrasing and synthesizing and have tried out synthesizing content from different sources into one coherent paragraph
- Have expanded their vocabulary of standard academic phrases and verbs.

(2) The context: Writing centre workshops for diverse students

In addition to analysing the problems students face with their own writing and developing learning objectives for these students, we also analysed our own educational contexts. We both direct writing centres at German universities, and German universities are not known for having a systematic approach to teaching writing (Bräuer 2004 and Foster 2002). Moreover, in our experience, many German universities and departments fail to agree on writing elements such as citation style, resulting in students having to adapt to new requirements in each class they take. While these problems we face as directors of writing centres may be similar, the scope of our centres and our tasks as directors vary.

The writing centre directed by Dzifa Vode, is a university-wide centre that offers services for students and faculty at the Nuremberg Institute of Technology. This university can be characterized by its diverse body of 13,000 students and its emphasis on technical departments. Many of the students are 'non-traditional', meaning that they may have a vocational background (instead of completing the typical German A-levels), or they may already be working. The various departments at this university often place little focus on writing, so students typically start writing late in their university career, often with little to no guidance. The writing centre offers individual peer tutoring and workshops addressing different aspects of academic writing. Most students write in German.

The writing centre directed by Shawn Raisig is embedded in the English Department at the University of Tübingen, one of Europe's oldest and largest universities (over 28,000 German and international students). The English Department is the largest department in the Faculty of Modern Languages at just over 1,000 enrolled students. The writing centre within this department offers individual peer tutoring to all students who are working on written assignments for courses within the English Department. It does not service students from other departments who have to write in English. The writing centre also does not offer additional workshops; as the students who utilize the centre are already studying in the English Department, they are required to take academic writing courses in which writing problems (such as the academic intertextual practices identified above) are dealt with in detail. Many of these academic writing courses are taught by the director of this writing centre.

The differences between these two contexts meant that we needed a format of workshop that could be adapted to meet different needs. The workshop should:

- Work with groups of students studying the same subject or different subjects
- Include exercises that can also be integrated into an academic writing course
- Be interesting and motivating for students who come voluntarily (such as at the technology-oriented university) or students who are required to learn the material (such as in an academic writing course within a department)
- Be adaptable for participants at different educational levels (from first-semester students to post-docs)

(3) Designing the workshop

Based on the need to develop a workshop setting that suits different target groups for different contexts and addresses the specified learning goals, we chose to devise a workshop with learning stations. Participants can 'arrive' at and 'depart' from each station at their own pace, depending on how much time they would like to spend working with the prepared materials and the different exercises at a given station. Such a workshop resembles the writing strategies workshop by Girgensohn (2007) who, in turn, had followed an idea by Böttcher and Czapla (2002). The self-directed work at the stations is interrupted by plenary discussion rounds which allow the students to reflect on their learning process.

The exercises chosen for the learning stations each deal with at least one specific problem that was identified in the research literature and/or experienced in a classroom or writing centre. An overview of the specific problems and the corresponding stations can be seen in Fig. 1:

Problem	Relevant Stations
Identifying essential ideas in the text	Station One: 'Cluster reading' Station Two: 'Interview your text' Station Four: 'Synthesizing and citing information'
Exaggerated respect towards source text	Station One: 'Cluster reading' Station Three: 'Knowing your audience' Station Six: "Write but don't look"
Source text wording too powerful	Station One: 'Cluster reading' Station Three: 'Knowing your audience' Station Six: 'Write but don't look'
Lack of knowledge about the technicalities of citing and integrating sources	Station Four: 'Synthesizing and citing information' Station Seven: 'Integrating sources'
Lack of knowledge on standard academic phrases and verbs	Station Five: 'They say, I say' Station Seven: 'Integrating sources'

Figure 1: Writing Problems and Relevant Stations

As we both work with undergraduate students, we were able to test the different stations in both an academic writing course and a writing centre setting before presenting the workshop at the conference in 2014. Based on these tests, we revised the workshop material (for example, added handouts and improved station descriptions).

The workshop design
The following section describes the workshop and its different stations in detail. We first propose a dramaturgy for the workshop and then describe what is needed for each station. We also describe the exercise and the learning objectives for each of the seven stations. Example materials for each station can be found in the Appendix.

Proposed dramaturgy
A suggested dramaturgy would start with an introductory round, introducing those running the workshop and those taking part to establish a comfortable learning environment. After that, the goals and the structure of the workshop should be explained. If there are no questions, the participants work at the stations. Those running the workshop should set the time according to their own time budget; however, a minimum of 30 minutes is suggested to ensure that all students can complete at least one station. In this time, participants are free to select the station they want to start with. They are also free to change the station in case they are not happy with it. After the first round is finished, the participants gather for discussion and feedback on the stations. This process of working autonomously at the stations and discussing the results in a plenary session is repeated at least one more time. The workshop ends with a summary from the workshop facilitators and feedback from the participants on their overall workshop experience. The participants may take with them material of the stations they were unable to visit.

Necessary materials for each station
Each station consists of the following materials: (i) a laminated handout with the instructions for the station; (ii) additional copies of this handout for the participants; (iii) an example showing the participant what a possible solution could look like; and (iv) additional material and the source texts to work with. Posters (similar to laminated handout) can be hung up to make the stations visible in the room. We added paper, pencils and other required material (for more details see Appendix). We recommend using a room that is large enough to set up seven stations; in our experience, two tables

and several chairs are necessary. If possible, the stations should be separated to some extent using pin boards so that distraction-free work is possible.

Station descriptions

Station One: 'Cluster reading' helps participants identify the central ideas of a text and paraphrase them in their own words by using a cluster (Rico 2000) as a visualization technique. Participants are asked to read the text, then put it away and create a cluster to visualize the main ideas of the source text and add their own ideas, comments and questions. Afterwards, participants are asked to write a short summary of the source text using only the cluster. In a last step, participants return to the source text and review their citations or correct their summaries if necessary. The station for this exercise contains hand-drawn examples to show the participants what a cluster could look like.

Station Two: 'Interview your text' (based on an exercise described by Grieshammer et al. (2012: 190)) challenges participants to ask the text questions in order to develop a critical attitude towards the ideas presented and question or minimize exaggerated respect that they might have towards a written source. After reading a source text, the participants write a fictitious interview by noting questions they would like to ask the text. They are asked to imagine the text as a real person who could answer. In the end, they could go back to the text to come up with possible answers and note the answers as well. Often, questions remain open, pointing the participant to further research and showing gaps in the source text.

Station Three: 'Knowing your audience' (based on material from Brizee et al. (2016)) helps participants understand the importance of their audience when integrating sources into their own writing. Participants should read a source text and paraphrase the text (also remembering to cite the paraphrase correctly) for different audiences. Three different audiences are given by the station instructions: a professor who is an expert in the field from which the text is taken, the participant's grandmother and a classmate. Optionally, the station can provide additional information on paraphrasing. By paraphrasing the text for different audiences, the participants learn that there are different ways of saying something depending on the target group and that they need to use different vocabulary, introduce sources differently and explain their idea clearly if they want to reach their readers.

Station Four: 'Synthesizing and citing information' (based on material by Elder et al. (2010)) helps participants analyse and synthesize the information from their sources instead of simply summarizing the information. It asks participants to take information from three different sources and use all three sources in one short text they have to write themselves. It also encourages participants to think beyond a text as being written prose only and include other sources such as interviews, lectures, films etc. If the activity is done in a classroom or workshop setting, participants could actually interview one another and record the answers to a certain question. Alternatively, interview cards could be prepared ahead of time with the name of the interviewee and his/her answer to the question on the card. The station also provides a 'Synthesis' handout which helps explain what synthesizing is, i.e. organizing chapters and paragraphs by theme, point, similarity or aspect of the topic and not by source. Optionally, if the difference between summary, paraphrase and direct quotation is unclear to the participants, additional information on these terms may be provided.

Station Five 'They say, I say' is based on the book of the same name by Graff and Birkenstein who 'emphasize that quoting what "they say" must always be connected with what you say' (2007: 40). The exercise helps participants enter academic discourse by having them cite a statement from the source text and add their own stance to the citation. Participants are asked to select interesting claims in the source text, paraphrase these claims and add a personal comment that agrees with the original statement, contradicts it or limits its validity. For example: 'Bruffee (2001: 206) argues that cultural reasons are responsible for different students performing differently. I question this focus on cultural reasons and would like to bring motivation and intellectual ability into the discussion.'

Station Six: 'Write but don't look' (based on an idea from Keseling (2004: 102)) is designed to help participants distance themselves from the original wording of a source text. Participants are asked to first read the source text, put the source text away and do five minutes of focus writing before writing a summary of the source. Focus writing is a variation of free writing in which you allow your thoughts to roam freely but always come back to your initial focus, in this case the source text. Afterwards,

participants compare the source text and their summary to check if they reported the original source correctly and to review their summary.

Station Seven: 'Integrating sources' (based on an idea from Swales et al. (2012)) helps participants analyse reliable texts in their subject area, paying close attention to how professionals in the field use other sources to support their own ideas. Participants are asked to scan their source text for different phrases and structures that are used to integrate secondary sources. Participants should then evaluate whether or not these phrases and structures are typical for their subject area and then imitate these typical phrases in their own writing. To do so, participants are provided with a source text, a handout detailing the basics of citing and citation style (Brizee et al. 2016) and a 'Blank Chart' handout (based on Swales et al. 2012), to be filled in during the activity (see Appendix).

Discussion of the Workshop Concept

In 2014, the conference participants received the workshop positively. There were a number of advantages they mentioned, which we will flesh out below. There are, however, still some aspects to be improved. These points will also be discussed in this section.

One main advantage, mentioned by both conference participants and our students in the pre-conference test run, is that the workshop setting allows participants to work at their own pace. Although there are suggested time limits for each station, those time limits are not mandatory. Participants may take more time at one station if they find the exercise particularly useful or simply need more time; they may also move to another station if they finish early or if they do not find a given exercise useful. Participants also described the discussion break between the two chunks of time to work on the stations as advantageous. The break allowed participants to ask questions they had about a particular station, which then cleared up any confusion about that station before the second round of station work. Participants also used the break to say what they found most useful, which then motivated other participants to try out those stations during the second round of working time.

Another advantage of the workshop setting is that the teacher guides the participants rather than lecturing them. This 'guide at the side' allows the workshop participants to engage in autonomous learning and yet still ask questions if necessary. The autonomy that the workshop provides also suits participants at different learning levels. Whereas a classroom setting can be somewhat restrictive in terms of the time allotted for a specific exercise, this workshop setting allows those participants who work faster and have fewer questions to visit more stations, while other participants who work slower and have more questions can take the time they need. The participants who need more time can also take copies of handouts and materials from the stations they were unable to visit so that they can also have access to all of the information.

As positively as the workshop was received, there are still some drawbacks to presenting the information in such a workshop setting. One such drawback is precisely a negative aspect of the autonomous nature of the workshop setting: although participants had access to all of the information, many were dissatisfied if they could not visit all of the seven stations during the workshop. Taking the station materials home does not allow participants to ask questions. The teacher is not available to provide guidance, and participants might feel they do not have as strong a grasp of the material as they would have, had they been able to work on the material during the workshop.

We also found it difficult to choose appropriate texts and topics for each station. When choosing texts/topics, we attempted to select some that were appropriate in both level and content. For the European Writing Centers Association conference, we chose published texts about writing and writing centre pedagogy which we assumed the participants would find interesting. However, participant feedback in terms of our text selection was mixed; some stated that the texts were too long or complicated (while others thought they were appropriate), and some felt the topics were too limiting or irrelevant to the participants' interests. The Appendix contains new texts, selected with consideration to this feedback. Still, text and topic selection remains a crucial point in planning the different stations, since participants are asked to work intensively with these texts. Choosing appropriate texts can be especially difficult if the workshop is available to participants with a wide range of interests and levels.

We were also asked questions regarding quoting, paraphrasing, summarizing and citation styles during the workshop. Although a facilitator is available to help answer the participants' questions during the workshop, it might be preferable to ensure that the participants have this knowledge prior to their participation in this workshop. If select stations were to be used within a course on academic writing, then quoting, paraphrasing, summarizing and citation could be covered in the course the week(s) before our proposed stations. If one wanted to use our materials in a workshop, we suggest offering a pre-workshop on the topic of quoting, paraphrasing, summarizing, and citation or extend the workshop time frame to include a section on those topics.

Lastly, we received criticism that some stations have too many handouts or too many complicated steps, thus requiring more guidance from those leading the workshop. We have since updated the workshop materials so that each of the handouts is clearly labelled.

Conclusion

How can we help our students integrate sources into their writing? The workshop presented in this paper constitutes *one* possibility to help students take a step in the right direction. At their own pace, they may discover, expand and deepen their skills in weaving this pattern of their own voice and the voices of others.

The feedback of the participants showed that the workshop is a useful and unusual way of helping students improve as academic writers. We trace this back to two major strengths. First, the stations allow participants to work with texts that are not their own, thus allowing them to take a step back from their own writing and see things in a different light. Not being so caught up in the content and the complex requirements of a term paper, they can focus on the isolated task at hand and thus improve not only the *writing* they have to do, but also themselves as *writers*. Moreover, the different stations offer versatile tasks, ranging from conventional to more creative, out-of-the-box exercises. Hence, participants engage creatively with texts in ways they might not normally do, which results in a good learning climate increasing the motivation to work on their own writing skills, also beyond the workshop. However, we have not yet collected any systematic evaluation data proving the positive outcomes we experienced.

For future improvements to this workshop, we suggest that polling the workshop participants ahead of time to see what their interests are could be helpful when choosing texts and topics for the different stations. Incorporating online elements into the workshop, which would allow participants to continue working at the stations after the workshop, could also motivate them to improve their skills. The workshop materials might also work well as a Massive Open Online Couse (MOOC). In order to help faculty integrate the teaching of academic writing into their classes, writing centres could offer a train-the-trainer workshop showcasing the materials and allowing faculty members to try them out. Having been able to show that the workshop works in two different settings (writing centre, academic writing class) and different languages (English, German), we encourage teachers of academic writing to adapt the material provided to suit their needs.

References

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., and Wittrock, M. C. (2001) *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Allyn & Bacon

Astin, A. W. (1984) 'Student Involvement: A Developmental Theory for Higher Education.' *Journal of College Student Development* 40 (5), 518–529

Bazerman, C. (2003) 'Intertextuality: How Texts Rely on Other Texts'. in *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*. ed. by Bazerman, C., and Prior, P. Mahwah, NJ: Lawrence Erlbaum, 83–96

Bloom, B.S., Engelhardt, M.D., Furst, E.J., Hills, W.H., and Krathwohl, D.R. (1956) *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain.* New York: David McKay Company

Böttcher, I., and Czapla, C. (2002) 'Repertoires flexibilisieren. Kreative Methoden für professionelles Schreiben.' in *Schreiben. Von intuitiven zu professionellen Schreibstrategien*. ed. by Perrin, D., Böttcher, I., Kruse, O., and Wrobel, A. Wiesbaden: Westdeutscher Verlag, 182–201

Bräuer, G. (2003) 'Centres for Writing & Reading – Bridging the Gap Between University and School Education.' in *Teaching Academic Writing in European Higher Education*. ed. by Björk, L., Bräuer, G., Rienecker L., and Jörgensen, P. S. Dordrecht: Kluwer Academic Publishers, 135–150

Brizee, A., Lynn Driscoll, D., and Sutton A. (2016) 'Audience Analysis Overview' *The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U* [online] available from <https://owl.english.purdue.edu/owl/resource/629/1> [12 January 2016]

Dittmann, J., Geneuss, K. A., Nennstiel, C., and Quast, N. A. (2003) 'Schreibprobleme im Studium – Eine empirische Untersuchung.' in *Häufige Schreibprobleme im Studium: Wissenschaftlich schreiben – lehren und lernen*. ed. by Ehlich, K., and Steets, A. Berlin, New York: de Gruyter, 155–185

Elder, C., Pflugfelder, E., Angeli, E. (2010) 'Quoting Others' *The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U*. [online] available from <https://owl.english.purdue.edu/owl/resource/930/09/> [12 January 2016]

Foster, D. (2002). 'Making the transition to university: Student writers in Germany.' in *Writing and learning in cross-national perspective: Transitions from secondary to higher education*. ed. by Foster, D., and Russell, D. Urbana: National Council of Teachers of English, 192–241

Girgensohn, K. (2007) 'Schreibstrategien beim Stationen-Lernen. Arbeitsmaterial zu Schreibstrategien.' *Zeitschrift Schreiben* [online]. available from < http://zeitschrift-schreiben.eu/blog/wp/?p=182 [12 January 2016]

Graff G., and Birkenstein, C. (2007) *They Say / I Say: The Moves that Matter in Academic Writing. Illustrated reprint*. New York: W. W. Norton & Company

Grieshammer, E., Liebetanz, F., Peters, N., and Zegenhagen, J. (2012) *Zukunftsmodell Schreibberatung. Eine Anleitung zur Begleitung von Schreibenden im Studium*. Baltmannsweiler: Schneider-Verlag Hohengehren

Keseling, G. (2004) *Die Einsamkeit des Schreibers. Wie Schreibblockaden entstehen und erfolgreich bearbeitet werden können*. Wiesbaden: VS Verlag für Sozialwissenschaften

Kuh, G. D., Kinzie, J., Schuh, J. H., and Whitt, E. J. (2010) *Student success in college: Creating conditions that matter.* San Francisco: Jossey-Bass

Pohl, T. (2007) *Studien zur Ontogenese wissenschaftlichen Schreibens*. Tübingen: Niemeyer

Rico, G. (2000): Writing the Natural Way. 10th, rev. ed. New York: Penguin Putnam.

Steinhoff, T. (2007) *Wissenschaftliche Textkompetenz. Sprachgebrauch und Schreibentwicklung in wissenschaftlichen Texten von Studenten und Experten*. Tübingen: Niemeyer

Swales, J. M., and Feak, C. B. (2012) *Academic Writing for Graduate Students*. 3rd ed. Ann Arbor: The University of Michigan Press

Appendix

1. Guide to setting up the stations workshop
2. Suggestion for implementation
3. Workshop materials for each station

---

1. Guide to setting up the stations workshop

Each station consists of a laminated handout with the instructions for the station, additional copies of this handout for the participants, additional material and the source texts to work with. You may choose to hang up a poster (similar to the description sheet) to make the stations visible in the room. We also added paper, pencils and other required materials (for more details see the individual stations under number three in the Appendix).

2. Suggestion for implementation

a. Introduce those running the stations workshop
b. Explain the goals of the stations workshop
c. Explain how the stations workshop will run
d. Participants work at stations, first round
e. Discuss results of first round (plenum format)
f. Participants work at stations, second round
g. Discuss results of second round (plenum format)
h. Summarize both discussion rounds

3. Workshop materials for each station

For each station, we have provided a description of the station, relevant handouts with instructions or extra information and an example of what a student could produce from that station. All examples including participant names are fictitious. We recommend replacing the example texts according to the context of your participants.

Station One: 'Cluster reading'
Station Two: 'Interview your text'
Station Three: 'Knowing your audience'
Station Four: 'Synthesizing and citing information'
Station Five: 'They say, I say'
Station Six: 'Write but don't look'
Station Seven: 'Integrating sources'

Station One: 'Cluster reading' – Description

***Approximate time required**:* Reading time + 25 minutes
***Purpose**:* The following exercise helps students to identify the central ideas of a text and paraphrase them in their own words by using a cluster as a visualization technique. Students are asked to read the text, then put it away and create a cluster to visualize the main ideas of the source text and add their own ideas, comments and questions. Afterwards, students are asked to write a short summary of the source text using only the cluster. In a last step, students return to the source text and review their citations or correct their summaries if necessary.

Material needed:
- 'Cluster reading' handout
- Envelopes with texts to choose from
- Flipchart paper and/or regular paper
- Colour markers

***Instructions**:*
1. Choose one of the texts and read it.
2. After reading the text, cluster the main ideas or ideas that are central to you and that appeal to you.
3. Write a short summary of the source text without referring to your source text – just use your own cluster.
4. Go back to your source text and review or add citations and correct your summary as necessary.

Station One: 'Cluster reading' – Handout
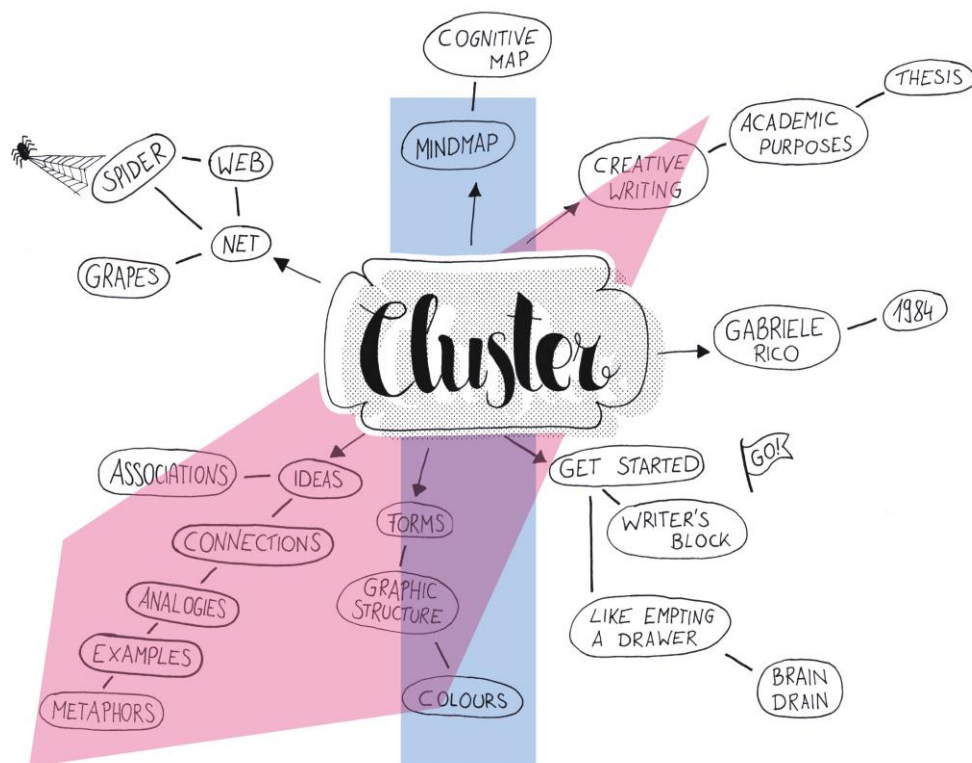
Clustering is a structured visual form of brainstorming. You think about the logical connections between key terms in order to better understand the main point of a text. It is similar to brainstorming, the difference being that you do it alone, with a piece of paper, creating a visual structure.

To create a cluster, you start with a core term that you place in the middle of an empty page. Place related terms around the core term, draw circles around them and connect the circles to the core term. You may also connect related terms to each other. By drawing such connections, you create a graphic structure that can enable you to

- generate ideas
- see connections between terms
- stumble upon new formulations
- collect your impressions and thoughts

You can enrich your cluster by using colours or adding symbols and arrows. The cluster can be chaotic or hierarchical. Everything you do is okay; there is no right or wrong.

Station One: 'Cluster reading' – Example

The participant first read Girgensohn (2012). After having read the text, she drew the cluster seen below. She then used this cluster to write the summary under the graphic.
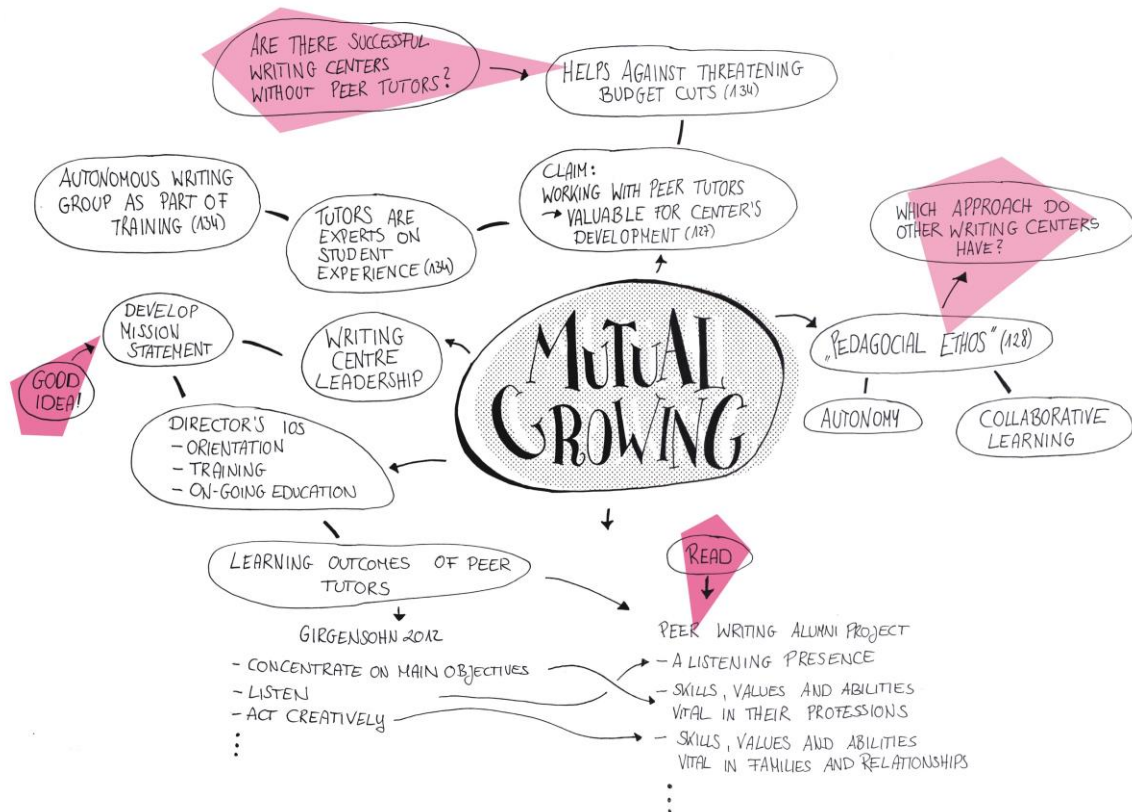
Example student summary

Girgensohn (2012) traces back writing centre success to a 'pedagogical ethos' (128) that is based on the principles of autonomy and collaborative learning. Both principles should guide not only the work with the student writers, but also how writing centre directors train, supervise and lead the centre's peer tutors. An example for implementing collaborative learning is when peer tutors collaboratively develop a mission statement for the writing centre (134). Girgensohn implemented the principle of autonomy by integrating autonomous writing groups in the peer tutors' training (134). I like the idea; it would be interesting to know if these principles are utilized (maybe subconsciously) by other writing centres as well. A question worth pursuing would be whether autonomy and collaborative learning are common values in most writing centres, or, more generally, what values writing centre work is based on.

Station Two: 'Interview your text' – Description

Approximate time required: Reading time + 15 minutes
Purpose: The following exercise helps students to ask the text questions, develop a critical attitude towards the ideas presented and question or minimize exaggerated respect that they might have towards a written source.

Material needed:
- 'Interview your text' handout
- Envelope with three different 1- to 2-page texts

Instructions:
1. Choose one of the envelopes and read the source text.
2. After reading the text, write a fictitious interview that you would lead with the text. Note questions you would like to ask the text – imagine the text as a real person that could answer.
3. Go back to the text to come up with possible answers; note the answers as well. Also note when the text does not answer your questions.

Station Two: 'Interview your text' – Handout

Interviewing your text can help you to be more critical of what you read and to develop new ideas about the text. While you are reading, think of questions you might ask the author if you could speak with him/her. You can question the content, a specific word choice or the style of the text.

After reading the text, write a fictitious interview that you would have with the text. Imagine the text as a real person that could answer.

Then return to the text and come up with possible answers to your questions. Also note when the text does not answer your questions.

Station Two: 'Interview your text' – Example

The student first read the text on 'Peer Tutoring'. After having read the text, she wrote questions to the author and then wrote responses to those questions. One example of a question and its answer can be found under the text.

> 'Peer Tutoring and the "Conversion of Mankind"' by Kenneth A. Bruffee
> The beginnings of peer tutoring lie in practice, not in theory. A decade or so ago, faculty and administrators in a few institutions around the country became aware that, increasingly, students entering college had difficulty doing as well in academic studies as their abilities suggested they should be able to do. Some of these students were in many ways poorly prepared academically. Many more of them, however, had on paper excellent secondary preparation. The common denominator among the poorly prepared and the apparently well prepared seemed to be that, for cultural reasons we may not yet fully understand, all these students had difficulty adapting to the traditional or 'normal' conventions of the college classroom. […]
> Bruffee, K. A. (2001) 'Peer Tutoring and the "Conversation of Mankind'. in *The Allyn and Bacon Guide to Writing Centre Theory and Practice*. ed. by Barnett, R. W., and Blumner, J. S. Boston: Allyn and Bacon, 206–218

Interview:

> Q: You said that students face difficulties in adapting to classroom conventions for cultural reasons. Why do you say cultural? Couldn't there be other reasons, for example personal choice or different types of learners?
> A: That is a good question. I have to admit I somehow took for granted that culture is the root, here. However, personal choice or types of learners could also be linked to cultural reasons. But you are right, I did not discuss that in my essay. Maybe you would like to do some further reading here.

Sources consulted to develop the activity:

Grieshammer, E., Liebetanz, F., Peters, N., and Zegenhagen, J. (2012) *Zukunftsmodell Schreibberatung. Eine Anleitung zur Begleitung von Schreibenden im Studium*. Baltmannsweiler: Schneider-Verlag Hohengehren

Station Three: 'Knowing your audience" – Description

Approximate time required: 15 minutes (although this depends on the length of the text)
Purpose: The following exercise helps students understand the importance of their audience when they are integrating sources into their own writing. Students should read the text and attempt to paraphrase the text (also remembering to cite the paraphrase correctly) for different audiences.

Material needed:
- Optional: If participants are unaware of what a paraphrase is, additional information on paraphrasing may be provided.
- Three envelopes, each with one text and three different audiences

Instructions:
1. Choose an envelope with a text.
2. Paraphrase the information from the text for the three different audiences.

Sources consulted to develop the activity:
Brizee, A., Lynn Driscoll, D., and Sutton A. (2016) 'Audience Analysis Overview' *The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U* [online] available from <https://owl.english.purdue.edu/owl/resource/629/1> [12 January 2016]

Station Three: 'Knowing your audience' – Example

Original Text

The term *collaborative pedagogy* covers a wide range of practices. In its broadest sense, collaborative pedagogy has no necessary link to the teaching of composition; scholars throughout the disciplines recognize collaboration as an aid to learning. Students who work together learn more and retain more.

Howard, R. M. (2001) 'Collaborative Pedagogy.' in *A Guide to Composition Pedagogies*. ed. by Tate G., Rupiper, A. and Schick, K. New York: Oxford University Press, 54

Paraphrase One

- Paraphrase the text for a professor who specializes in pedagogy and teacher training.

According to Howard (2001), the term 'collaborative pedagogy' is not limited to writing classes. Academics in different fields see collaborative pedagogy as something that helps students learn and remember more (54).

Paraphrase Two

- Paraphrase the text for your grandmother.

A researcher named Rebecca Moore Howard wrote about how students can learn a lot more when they work together. This doesn't just mean in writing classes in English (like the ones I teach), but it also includes other subjects, like biology or law. I think this is probably true, because I can remember when I had to remember things in my chemistry class in school (and I was so bad at science!), and my friends helped me understand the different formulas (Howard 2001: 54).

Paraphrase Three

- Paraphrase the text for one of your classmates.

Rebecca Moore Howard (I think I read somewhere that she teaches writing at Syracuse University) referred to 'collaborative pedagogy' as something that is not just for writing classes, like the collaborative writing projects we had to do last semester. She said that other people who are involved at universities recognize it as something that will aid in learning and memorizing, and this is for any subject (2001: 54).

Station Four: 'Synthesizing and citing information' – Description

Approximate time required: 15 minutes (if done with interview cards; 25 minutes if conducting actual interviews in a class or workshop setting)

Purpose: The following exercise helps students to analyse and synthesize the information from their sources instead of simply summarizing the information. It asks students to take information from three different sources and use all three sources in one short text they have to write themselves. It also encourages students to think beyond a text as being written prose only and include other sources such as interviews, lectures, films etc.

Material needed:
- If this activity is done in a classroom setting, students could actually interview one another and record the answers to a certain question.
- Alternatively, interview cards could be prepared ahead of time with the name of the interviewee and his/her answer to the question on the card. Place interview cards in an envelope.
- 'Synthesis' handout
- Optional: If the difference between summary, paraphrase and direct quotation is unclear to the participants, additional information on these terms may be provided.

Instructions for station with interview cards:
1. Choose three cards from the envelope.
2. Write a paragraph that synthesizes the information on the interview cards.
3. Remember to cite your sources correctly.

Sources consulted to develop the activity:
Elder, C., Pflugfelder, E., Angeli, E. (2010) 'Quoting Others' *The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U*. [online] available from <https://owl.english.purdue.edu/owl/resource/930/09/> [12 January 2016]

Station Four: 'Synthesis' handout

Synthesizing is when you organize the chapters and paragraphs of your paper by theme, point, similarity or aspect of the topic (and NOT by source). Your organization will be determined by the patterns you see in the material you are synthesizing. The organization is the most important part of a synthesis, so try out more than one format.

***Be sure that each paragraph*:**
1. Begins with a sentence or phrase that informs readers of the topic of the paragraph;
2. Includes information from more than one source;
3. Clearly indicates which material comes from which source;
4. Shows the similarities or differences between the different sources in ways that make the paper as informative as possible;
5. Represents the texts fairly – even if that seems to weaken the paper. Look upon yourself as a synthesizing machine; you are simply repeating what the source says, in fewer words and in your own words. But the fact that you are using your own words does not mean that you are in anyway changing what the source says.

Your primary purpose is to show readers that you are familiar with the field and are thus qualified to offer your own opinions. But your larger purpose is to show that in spite of all this wonderful research, no one has addressed the problem in the way that you intend to in your paper. This gives your synthesis a purpose, and it helps your own opinion and voice shine through your writing.

Sources consulted to develop the handout:
Jamieson, S. (1999) 'Synthesis Writing' *Drew University* [online] available from
<http://www.users.drew.edu/sjamieso/synthesis.html> [12 January 2016]
Rottenburg, A. T., and Winchell, D. H. (2006) *Elements of Argument: A Text and Reader.* 8th edn*.*
Boston: Bedford/St. Martin's

Station Four: 'Synthesizing and citing information' – Example

*Question***: What is the key to happiness?**

Interviewee #1: Sarah Kashmann
Well, in my opinion, you need to be healthy to be happy. If you don't have your health, I think it would be very difficult to be totally happy.

Interviewee #2: Laura Kindle
(Laughs) I think having great food and enough to drink every day would always make me happy. I know that I get 'hangry" (that's a combination of hungry and angry!) when I don't have anything good to eat, or like when I only have noodles or something. So yeah, good food and drinks.

Interviewee #3: Jakob Bendel
My family and friends are what make me happy. If I'm sad, or even if I'm happy, I want to share that with people who love me. If I didn't have my friends and family, who would I share life with?

*Assignment***: Write one paragraph which synthesizes the answers from your three sources. Use a mixture of summary, paraphrase, and direct quotation.**

Although the key to happiness may differ depending on who defines it, it seems that many people are reluctant to state that material goods make them happy. Instead, happiness can be determined by health, relationships and having the bare necessities one needs to survive. According to Sarah Kashmann, one 'need{s} to be healthy to be happy." She claims that the absence of health would make complete happiness difficult. Similarly, Jakob Bendel asserts that the absence of important people in his life, such as his friends and family, would make pure happiness difficult, as there would be no one to 'share life with' (Bendel). And although Laura Kindle joked that she only needed to share life with good food and drinks to avoid being 'hangry' (a mixture of 'hungry' and 'angry'), one might note that her desire for such necessary survival items (in lieu of, say, a new car) is in line with Kashmann and Bendel's non-materialistic answers to happiness. Thus, it seems that although there is not a single key to happiness, these keys are typically not things one can simply purchase in a store.

Station Five: 'They say, I say' – Description

Approximate time required: Reading time + 10 minutes

Purpose: The following exercise helps students to enter academic discourse by citing a statement from the source text and adding their own stance to the citation. Students are asked to select interesting claims in the source text, paraphrase these claims and add a personal comment that could agree with the original statement, contradict it or limit its validity.

Material needed:
- 'Verbs for academic discourse" handout
- Envelopes with different source texts

Instructions:
1. Choose one of the envelopes and read the text.
2. After reading the text, pick a few statements from the text and add your own perspective to them. You can use some of the model statements below or you can use some of the helpful verbs on the handout.
   a. Model statements from Graff and Birkenstein (2007):
      i. She argues…, and I agree because…
      ii. He claims that …, and I have mixed feelings about it. On the one hand, I agree that …. On the other hand, I still insist that …
3. Repeat the task two more times.

Station Five: 'Verbs for academic discourse' handout

Important: It is not always necessary to use different verbs in academic discourse. Two of the most common verbs are 'say' and 'write'. Do not use another word simply because you think your text will sound more sophisticated. For example, if the author does not 'differentiate" between two or more things, do not use this verb.

acknowledge	differ	project
add	dispute	promote
admit	emphasize	propose
advocate	endorse	question
agree	explain	reason
allude	focus	refute
argue	grant	regard
assert	hint	reject
avoid	identify	report
believe	illustrate	respond
claim	imply	speculate
comment	insist	state
compare	note	suggest
conclude	observe	summarize
confirm	oppose	support
consider	outline	think
contend	point out	understand
declare	ponder	value
demonstrate	postulate	view
deny	present	write
differentiate	presume	

Station Five: 'They say, I say' – Example

They say (source text):

'Peer Tutoring and the "Conversion of Mankind"' by Kenneth A. Bruffee
The beginnings of peer tutoring lie in practice, not in theory. A decade or so ago, faculty and administrators in a few institutions around the country became aware that, increasingly, students entering college had difficulty doing as well in academic studies as their abilities suggested they should be able to do. Some of these students were in many ways poorly prepared academically. Many more of them, however, had on paper excellent secondary preparation. The common denominator among the poorly prepared and the apparently well prepared seemed to be that, for cultural reasons we may not yet fully understand, all these students had difficulty adapting to the traditional or "normal" conventions of the college classroom. […]
Bruffee, K. A. (2001) 'Peer Tutoring and the "Conversation of Mankind"', in *The Allyn and Bacon Guide to Writing Centre Theory and Practice.* ed. by Barnett, R. W., and Blumner, J. S. Boston: Allyn and Bacon, 206–218

I say (student response):

Bruffee (2001: 206) argues that culture is responsible for different students performing differently. I question this focus on cultural reasons and would like to bring motivation and intellectual ability into the discussion.

Sources consulted to develop the activity:

Graff G., and Birkenstein, C. (2007) *They Say / I Say: The Moves that Matter in Persuasive Writing. Illustrated reprint.* New York: W. W. Norton & Company

Station Six: 'Write but don't look' – Description

Approximate time required: Reading time + 15 minutes

Purpose/function: The following exercise is designed to help students distance themselves from the original wording of a source text. Students are asked to first read the source text, then put the source text away and do five minutes of focus writing before writing a summary of the source. Focus writing is a variation of free writing in which you allow your thoughts to roam freely but always come back to your initial focus, in this case the source text. Afterwards, students compare both the source text and their summary to check if they reported the original source correctly and to review their summary.

Material needed: Three envelopes, each with one 1- to 2-page text

Instructions:

1. Choose one of the envelopes and read the text.
2. After reading the source text, put it away and do five minutes of focus writing. Whatever comes to your mind related to the source text is fine.
3. Use your focus writing to summarize the source text. In addition, you may add your own comments.
4. Compare source text and summary to check if you reported the source correctly. Add and change as needed. Make sure to reference the source text correctly.

Sources consulted to develop the activity:

Keseling, G. (2004) *Die Einsamkeit des Schreibers. Wie Schreibblockaden entstehen und erfolgreich bearbeitet werden können.* Wiesbaden: VS Verlag für Sozialwissenschaften

Station Six: 'Write but don't look' – Example

> **Intertextuality: How Texts Rely on Other Texts**
> *Charles Bazerman*
> Almost every word and phrase we use we have heard or seen before. Our originality and craft as writers come from how we put those words together in new ways to fit our specific situation, needs, and purposes, but we always need to rely on the common stock of language we share with others. If we did not share the language, how would others understand us? Often we do not call attention to where specifically we got our words from. Often the words we use are so common they seem to come from everywhere. At other times we want to give the impression that that we are speaking as individuals from our individuality, concerned only with the immediate moment. Sometimes we just don't remember where we heard something. On the other hand, at times we do want to call attention to where we got the words from. The source of the words may have great authority, or we may want to criticize those words. We may want to tell a dramatic story associated with particular people with distinctive perspectives in a particular time and place. And when we read or listen to others, we often don't wonder where their words come from, but sometimes we start to sense the significance of them echoing words and thoughts from one place or another. Analyzing those connections helps us understand the meaning of the text more deeply.
> We create our texts out of the sea of former texts that surround us, the sea of language we live in. And we understand the texts of others within that same sea. Sometimes as writers we want to point to where we got those words from and sometime we don't. Sometimes as readers we consciously recognize where the words and ways of using words come from and at other times the origin just provides an unconsciously sensed undercurrent. And sometimes the words are so mixed and dispersed within the sea, that they can no longer be associated with a particular time, place, group, or writer. Nonetheless, the sea of words always surrounds every text.
> The relation each text has to the texts surrounding it, we call intertextuality. Intertextual analysis examines the relation of a statement to that sea of words, how it uses those words, how it positions itself in respect to those other words. […]

Bazerman, C. (2004) 'Intertextuality: How Texts Rely on Other Texts.' in *What Writing Does and How It Does It. An Introduction to Analyzing Texts and Textual Practices.* ed. by Bazerman, C., and Prior, P. Mahwah, NJ: Erlbaum

Focus Writing:

Bazermann uses the metaphor of the sea when describing how we are surrounded by words, phrases, texts, language and that we draw from this sea when thinking, talking, writing. Students often ask me how to ensure that what they write hasn't been written before. They are so afraid. And then they think that for every thought they have they have to find a source to back that up. Mmmmmm I tell them that of course they have to make sure they have found and read the most relevant literature to their topic. But then I am interested in their thoughts to the question at hand, even if someone else had had this idea before them. But it is really difficult. I don't know if the image of the sea of language helps them. But I like the idea that everything we think, say, write is made up from phrases that have been thought before. Is that what is meant by the death of the author? I have to check that. Some say there is no plagiarism. Others say everything is plagiarism. Sometimes the line is quite fine… mmmmm in the rest of the article Bazerman shows how to analyse intertextuality in texts. Maybe I should do this in a writing workshop.

Summary:

In the introduction to his article 'Intertextuality: How Texts Rely on Other Texts', Charles Bazerman employs the metaphor 'sea" to explain the concept of intertextuality. As fish are surrounded and nurtured by the sea water, writers consciously and subconsciously draw on existing oral and written language to produce their own texts. This metaphor might be helpful in designing an academic writing workshop that helps students to lose their fear of unintended plagiarizing.

Station Seven: 'Integrating Sources' – Description

Approximate time required: 20 minutes

Purpose: The following exercise helps students to analyse reliable texts in their subject area, paying close attention to how professionals in the field use other sources to support their own ideas. Students are asked to scan their source text for different phrases and structures that are used to integrate secondary sources. Students should then evaluate whether or not these phrases and structures are typical for their subject area and then imitate these typical phrases in their own writing.

Material needed:
- Source text
- 'Citing and Citation Style' handout
- 'Blank Chart' handout, to be filled in during the activity

Instructions:
1. Take a 'Citing and Citation Style' handout and review the information
2. Before reading the source text, review the 'Black Chart' handout that is to be filled out.
3. Read the source text and scan the text for examples listed on the 'Blank Chart' handout.
4. Fill out the chart based on what you find in the text.

Sources consulted to develop the activity:

Swales, J. M., and Feak, C. B. (2012) *Academic Writing for Graduate Students.* 3rd edn. Ann Arbor: The University of Michigan Press

Brizee, A., Lynn Driscoll, D., and Sutton A. (2016) 'Quoting, Paraphrasing, and Summarizing' *The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U* [online] available from <https://owl.english.purdue.edu/owl/owlprint/563/> 12 January 2016

Station Seven: 'Citing and Citation Style' handout

Citing and Citation Style[1]

Quotations must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

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.

Writers frequently intertwine summaries, paraphrases, and quotations, and good writers employ a range of patterns in order to vary their sentences. Tense choice is somewhat flexible:

Pattern 1: Past – researcher activity as agent, reference to single studies
- Huang (2007) *investigated* the causes of airport delays.
- The causes of airport delays *were investigated* by Huang (2007).

Pattern 2: Present Perfect – researcher activity not as agent, reference to areas of inquiry
- The causes of airport delays *have been* widely *investigated* (Hyon, 2004; Huang, 2007; Martinez et. al., 2010).
- There *have been* several investigations into the causes of airport delays (Hyon, 2004; Huang, 2007; Martinez et al., 2010).
- Several researchers *have studied* the causes of airport delays.

Pattern 3: Present – no reference to researcher activity, reference to state of current knowledge
- The causes of airport delays *are* complex (Hyon, 2004; Huang, 2007; Martinez et al., 2010).
- Airport delays *appear to have* a complex set of causes.

Integral vs non-integral citations: Integral citations cite the author as part of the sentence
- According to Suarez et al. (2010), the causes of business failure are closely related to the ratio of working capital, retained earnings and sales.
- Fang's research shows that reduced working capital and retained earnings are interrelated (Fang, 2007).

Information taken from

Brizee, A., Lynn Driscoll, D., and Sutton A. (2016) 'Quoting, Paraphrasing, and Summarizing' *The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U* [online] available from <https://owl.english.purdue.edu/owl/owlprint/563/> [12 January 2016]

Swales, J. M., and Feak, C. B. (2012) *Academic Writing for Graduate Students*. 3rd edn. Ann Arbor: The University of Michigan Press

Station Seven: 'Blank Chart' handout

Does the paper contain examples of:	Yes	In what part(s)? Give one or more example(s):	No	Do you think this is typical? (Yes, No, Unsure)
'According to author's name, …'				
'Author's name states that…'				
'In title of the text, author's name claims…'				
'This topic can be found in title of the text by author's name'				
'Title of the text says that…'				
Pattern 1: simple past				
Pattern 2: present perfect				
Pattern 3: simple present				
Integral citations				
Non-integral citations				

Station Seven: 'Integrating sources' – Example

The Origins of the First Scientific Articles[2]

Banks (2011) describes the founding of the first scientific journals in London and Paris in the 1660s. Obviously, the first scientific articles had no direct models to build on, and several scholars have discussed possible influences. According to Ard (1983) and Valle (2000), the first articles developed from the scholarly letters that scientists were accustomed to sending to each other. It has also been shown that early articles were influenced by the newspaper reports of that time as well as the scientific books of Robert Boyle (Sutherland 1986; Shapin 1984). Paradis (1987) described the influence of the philosophical essay, and Bazerman (1988, 1997) argued that discussions among the scientists themselves made their own contribution to the emergence of the scientific article. Finally, Gross (1990, 2008) ascribes their origins to inventories of nature and natural products.

Does the paper contain examples of:	Yes	In what part(s)? Give one or more example(s):	No	Do you think this is typical? (Yes, No, Unsure)
'According to <u>author's name</u>, …'	X	'According to Ard (1983) and Valle (2000)…'		**Yes**
'<u>Author's name</u> states that…'	X	'Bazerman (1988, 1997) argued that…'		**Unsure – a different verb is used**
'In <u>title of the text</u>, <u>author's name</u> claims…'			X	**Yes**
'<u>This topic</u> can be found in <u>title of the text</u> by <u>author's name</u>'			X	**Unsure – I thought this was a good way to cite**
'<u>Title of the text</u> says that…'			X	**Yes**
Pattern 1: simple past	X	'Paradis (1987) described…' 'Bazerman (1988, 1997) argued…'		**Yes**
Pattern 2: present perfect	X	'It has also been shown that early articles were influenced by the newspaper reports of that time as well as the scientific books of Robert Boyle (Sutherland 1986; Shapin 1984).'		**Yes**
Integral citations	X	'Banks (2011) describes…' 'Finally, Gross (1990, 2008) ascribes…'		**Yes**
Non-integral citations	X	'It has also been shown that early articles were influenced by the newspaper reports of that time as well as the scientific books of Robert Boyle (Sutherland 1986; Shapin 1984).'		**Yes**

---

[2] Swales, J. M., and Feak, C. (2012) *Academic Writing for Graduate Students*. 3rd edn. Ann Arbor: The University of Michigan Press