Unit 6 Conclusion
Methods of citation

Methods	Purposes
Quoting	Copying short, important sentences or passages from the original text word-for-word (e.g., definition, ideas, explanations, rationales)
Paraphrasing	Rewriting short extracts where there is no particular reason to quote the original words.
Summarizing	Summarizing the main ideas/findings of an author or the essence of their arguments.

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1) Quotation

The original text: Despite potential benefits of such techniques, serious concerns have been raised concerning the potential environmental and medical consequences of GMOs. In May 1999, the British Medical Association published a statement on GMO addressing three areas over potential health effects of genetically modified foods (BMA Science Department, 1999).

Quotation: Although GMOs is gaining popularity in many countries, "the potential environmental and medical consequences" cause global concerns (BMA Science Department, 1999: 38).

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2) Summarizing

The original text: What is becoming clearer is the disjuncture between advancing technology and our ability to manage its wider repercussions. Social networking services (SNS) like Facebook and LinkedIn increasingly dominate people's time online. Data shows that 66% of the 80% of Americans who use the internet use social networking services; and of the 95% of teenagers in the US on the internet, 80% of them use SNS. Social networks have started to supplement, even replace, face-to-face relationships. For many of Facebook's 901million monthly worldwide users, the role of SNS in friendship goes beyond simply getting in touch and keeping in touch. Social networking online involves a level of public display and self-promotion entirely new to the majority of people. SNS leaves the nuances of emotion unexplored or unarticulated, and the gradual process of getting to know someone—the true beauty of friendship—are fast-tracked, as everything, quite literally, is on their SNS profile.

Summary: Social networking services may bring many benefits but exercise negative effects on man in terms of social interaction.

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3) Paraphrasing

The original text: Vygotsky's model, on the other hand, encourages more advanced learners to teach less experienced learners through social interaction and language.

Paraphrasing: However, according to Vygotsky's paradigm, the beginners can be taught through discussion by more skilled students.

Ways of paraphrasing

1) By using synonyms or phrases with similar meanings

e.g., Scientists imagine the underground world to become more and more elaborate.

　→ Scientists visualize the underground world to become increasingly elaborate.

2) By using the passive voice or the active voice

e.g., Now we are beginning to understand the interaction between organism and environment.

　→ The interaction between organism and environment is now beginning to be understood.

3) By using different order

e.g., Cognitive development depends on the children's culture.

　→ The children's culture affects their cognitive development.

4) By using the negative or positive structure

e.g., Even the moderately educated adult can be upset by such an experience.

　→ No moderately educated adult can fail to be upset by such an experience.

5) By using impersonal structures

e.g., Men are reluctant to retire as they anticipate the deprivation of money.

　→ Reluctance among men to retire is associated with anticipated deprivations of a financial source.

6) By using different parts of speech

e.g., To build your vocabulary effectively is to study regularly.

　→ The most effective way to build your vocabulary is to study on a regular basis.

7) By breaking a long sentence into short ones or combining sentences into one sentence

e.g., Many researchers conducted studies focusing on high school students. They found that these students had wrong perceptions of the greenhouse effect.

　→ Many studies conducted by different researchers reveal that high school students fail to have a correct understanding of the greenhouse effect.

8) By reducing unimportant explanations or adding some words to make information clear

e.g., Radiation has been shrouded in myths of exaggerated expectations as well as excessive fear.

　→ People have either exaggerated the promising roles of radiation or entertained an extremely fear of its effects.

Pitfalls in citation

1) Fail to record the complete bibliographic data.
2) Fail to take full notes.
3) Fail to distinguish their original words and your own interpretation.
4) Fail to distinguish the rhetorical importance (e.g., the conditional clause)
5) Fail to notice the hedging
6) Fail to distinguish reliable versus unreliable sources
7) Fail to distinguish common knowledge or specific knowledge
8) Fail to keep the original meaning because of quoting out of context

Plagiarism

Plagiarism means taking ideas or words from a source without giving acknowledgement to the author. To avoid plagiarism, you must provide the correct acknowledgement and correct citation when you borrow ideas from other persons.

Exercise 1

Directions: Identify which of the three versions succeeds in avoiding plagiarism and discuss the reasons.

Source 1

    Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate—yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

Source:

Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi
    Delta Kappa Educational Foundation.

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1) In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.

References:

Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi
    Delta Kappa Educational Foundation.

2) In examining technology, we have to remember that computers are not the first technology people have had to deal with. According to Frick, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.

References:

Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi
    Delta Kappa Educational Foundation.

3) In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991) believes that "...the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language" (p. 10).

References:

Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi
    Delta Kappa Educational Foundation.

Source 2

    Constructivism is a movement that extends beyond the beliefs of the cognitivist. It considers the engagement of students in meaningful experiences as the essence of

learning. The shift is from passive transfer of information to active problem solving. Constructivists emphasize that learners create their own interpretations of the world of information.
Source:
Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning*. Upper Saddle River, NJ: Prentice-Hall.

1) Constructivists do not hold views entirely opposed to those of the cognitivists. Heinich, Molenda, Russell, & Smaldino (1999) believe that the position of constructivists extends beyond the beliefs of the cognitivists.

2) Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists extends beyond the beliefs of the cognitivists.
References:
Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning*. Upper Saddle River, NJ: Prentice-Hall.

3) Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists "... extends beyond the beliefs of the cognitivist" (Heinich, Molenda, Russell, & Smaldino, 1999, p. 17).
References:
Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning*. Upper Saddle River, NJ: Prentice-Hall.

Source 3
The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated—and interesting—is how those parts are connected or related to each other.
Source:
Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

1) "A system has parts that fit together to make a whole", but the important aspect of system is "how those parts are connected or related to each other" (Frick, 1991).

2) A system has parts that fit together to make a whole, but the important aspect of systems is how those parts are connected or related to each other (Frick, 1991).
References:
Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

3) Frick (1991) states that "... a system has parts that fit together to make a whole..." but the important aspect of systems is "... how those parts are connected or related to each other" (p. 17).
References:
Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Source 4

  Theories differ from philosophies and models of teaching. A philosophy is a value system, whereas a theory seeks to explain real-world events and can be certified through scientific investigation. Models of teaching are approaches to the management of some aspects of classroom instruction and they may not be independent of subject area, grade level, age of the student, or the setting for learning. A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.

Source:

Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

1) Theories and philosophies are different from each other because theories seek to explain real-world events and can be certified through scientific investigation. Learning theories address the underlying psychological dynamics of events, so they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.

References:

Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

2) Theories and philosophies are different from each other because "a theory seeks to explain real-world events and can be certified through scientific investigation". "A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings".

References:

Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

3) Theories and philosophies are different from each other because, according to Gredler (2001) theories seek

> to explain real-world events and can be certified through scientific investigation. [...] A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings. (pp. 12-13)

References:

Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Source 5

    An important characteristic of instructional-design theories is that they are design-oriented (or goal-oriented). This makes them very different from what most people usually think of as theories. Theories can be thought of as dealing with cause-and-effect relationships or with flows of events in natural processes, keeping in mind that those effects or events are almost always probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect).

Source:

Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), *Instructional-design theories and models,* (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.

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1) Whether they are probabilistic (i.e., the cause increases the chances of the stated effect occurring) or they are deterministic (i.e., the cause always results in the stated effect), we can think of theories as dealing with cause-and-effect relationships or with flows of natural processes.

References:

Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), *Instructional-design theories and models,* (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.

2) According to Reigeluth (1999), theories can be defined as "dealing with cause-and-effect relationships or with flows of events in natural processes", and those effects or events are "probabilistic" instead of "deterministic".

3) Reigeluth (1999) states that we can think of theories as "dealing with cause-and-effect relationships or with flows of events in natural processes", and goes on to say that they may be either "probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect)" (p. 7).

References:

Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), *Instructional-design theories and models,* (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.

Source 6

    By instruction I mean any deliberate arrangement of events to facilitate a learner's acquisition of some goal. The goal can range from knowledge to skills to strategies to attitudes, and so on. The learners can be adults or children of any age, background, or prior experience. The setting in which learning takes place can be formal, school-based, on-the-job, or in the community—wherever programs for learning are being designed and implemented.

Source:

Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

1) Driscoll (2000) defines instruction broadly as "any deliberate arrangement of events to facilitate a learner's acquisition of some goal. The goal can range from knowledge to skills to strategies to attitudes, and so on. The learners can be adults or children of any age, background, or prior experience. The setting in which learning takes place can be formal, school-based, on-the-job, or in the community—wherever programs for learning are being designed and implemented." (p. 25)
References:
Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.
2) The definition of instruction is broad, including any deliberate arrangement of events to facilitate a learner's acquisition of some goal, including the learning of knowledge, skills, strategies and attitudes (Driscoll, 2000).
References:
Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.
3) Driscoll (2000) defines instruction broadly as "any deliberate arrangement of events to facilitate a learner's acquisition of some goal" (p. 25). She includes learning knowledge, skills, strategies and attitudes in a partial list of possible goals for learning.
References:
Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Exercise 2
Directions: Choose the best paraphrase of the original passage.
Original passage
Although white rice accounts for 35-80% of the caloric intake for 3.3 billion Asians, it has several problems, such as a lack of adequate nutrition, which makes Asians' body size relatively small; and also a lack of taste, which leads to a high consumption of sodium in many of the foods eaten with rice.

Paraphrases
A. The over 3 billion Asians whose calories mostly come from white rice should change their diet because white rice is nutritionally deficient, making them smaller than other races, and also tasteless, causing people to add more sodium to the other foods they eat with rice.
B. Nutritional deficiency and tastelessness are two aspects of white rice which make it a less than ideal food for those whose calories are heavily dependent on it, which includes other 3 billion Asians, who have small bodies and consume a lot of sodium as a result.
C. Although rice supplies 35-80% of the calories eaten by 3.3 billion Asians, it makes Asians weaker because of the lack of nutrition "and high sodium in other foods."

Exercise 3

Directions: Choose the best summary of the original passage.

Original passage

Some educators maintain that choosing a major is the most crucial decision for students entering college, whereas others argue it is not especially important. Paul Harrington, Neeta Fogg, and Thomas Harrington argue in *College Majors Handbook* that as the world becomes more competitive, those students with a clear career path on entering college have an obvious advantage over those who do not. Those who want to pursue high-paying careers such as medicine or engineering ought to focus on their career goal as early as possible. It is a mistake for students to start college with the aim of working out what they want to do for the rest of their lives, the authors argue. However, Donald Asher in his book, *How to Get a Job with Any Major*, disagrees. The choice of major often does not limit a student's career options. Although there are certain majors that clearly prepare students for particular careers, most students ultimately pursue careers unrelated to their chosen major. Asher believes that students can best spend their time in university finding their true interests because, on average, people switch careers, often to something completely unrelated, three to five times in their working lives.

Summaries

A. Some educationalists contend that deciding on a major is the most critical decision students face when entering college, whereas others argue that the most important thing for students to discover in university is their true interests, because many establish careers not related to the major they studied in college.

B. Students who spend their college time working out what to do in the future are at a disadvantage in an increasingly competitive world compared with those who are motivated to set career goals and choose a major to achieve them.

C. Educators disagree over the importance of choosing a major: some believe it is crucial in giving students an advantage in an increasingly competitive world, while others argue that as people usually end up in careers unrelated to their college major and change careers several times, having a major is not important.

Exercise 4

Directions: Read the following text and then compare the five paragraphs which use ideas and information from it. Decide which are plagiarized and which are acceptable, and give your reasons.

Original text

In 1830 there were a few dozen miles of railways in all the world—chiefly consisting of the line from Liverpool to Manchester. By 1840 there were over 4,500 miles, by 1850 over 23,500. Most of them were projected in a few bursts of speculative frenzy known as the 'railway manias' of 1835–7 and especially in 1844–7; most of them were built in large part with British capital, British iron, machines and knowhow.

These investment booms appear irrational, because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite

modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent.
(Source: Hobsbawm, E. (1995) *The Age of Revolution*, p. 45)

A. Between 1830 and 1850 there was very rapid development in railway construction worldwide. Two periods of especially feverish growth were 1835-7 and 1844-7. It is hard to understand the reason for this intense activity, since railways were not particularly profitable investments and some produced no return at all (Hobsbawm, 1995: 45).

B. There were only a few dozen miles of railways in 1830, including the Liverpool to Manchester line. But by 1840 there were over 4,500 miles and over 23,500 by 1850. Most of them were built in large part with British capital, British iron, machines and know-how, and most of them were projected in a few bursts of speculative frenzy known as the 'railway manias' of 1835-7 and especially in 1844-7. Because most yielded quite modest profits and many none at all these investment booms appear irrational. In fact, few railways were much more profitable to the investor than other forms of enterprise (Hobsbawm, 1995: 45).

C. As Hobsbawm (1995) argues, nineteenth-century railway mania was partly irrational:
> 'because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent'. (Hobsbawm, 1995: 45).

D. Globally, railway networks increased dramatically from 1830 to 1850; the majority in short periods of 'mania' (1835-7 and 1844-7). British technology and capital were responsible for much of this growth, yet the returns on the investment were hardly any better than comparable business opportunities (Hobsbawm, 1895: 45).

E. The dramatic growth of railways between 1830 and 1850 was largely achieved using British technology. However, it has been claimed that much of this development was irrational because few railways were much more profitable to the investor than other forms of enterprise; most yielded quite modest profits and many none at all.

Exercise 5
Directions: Read the following text and the summaries which follow. Which is best? Put them in order 1–3 and give reasons.

1 contains all key points
2 includes unnecessary examples
3 includes information not in original and fails to describe the machines

Mechanical Pickers

Although harvesting cereal crops such as wheat and barley has been done for many years by large machines known as combine harvesters, mechanising the picking of fruit crops such as tomatoes or apples has proved more difficult. Farmers have generally relied on human labour to harvest these, but in wealthy countries it has become increasingly difficult to find people willing to work for the wages farmers are able to pay. This is partly because the demand for labour is seasonal, usually in the autumn, and also because the work is hard. As a result, in areas such as California part of the fruit harvest is often unpicked and left to rot.

There are several obvious reasons why developing mechanical pickers is challenging. Fruit such as grapes or strawberries comes in a variety of shapes and does not always ripen at the same time. Outdoors, the ground conditions can vary from dry to muddy, and wind may move branches around. Clearly each crop requires its own solution: machines may be towed through orchards by tractors or move around by themselves, using sensors to detect the ripest fruit.

This new generation of fruit harvesters is possible due to advances in computing power and sensing ability. Such devices will inevitably be expensive, but will save farmers from the difficulty of managing a labour force. In addition, the more intelligent mechanical pickers should be able to develop a database of information on the health of each individual plant, enabling the grower to provide it with fertiliser and water to maintain its maximum productivity.

(Source: *Computing Digest*, January 2016, p. 90)

A. Fruit crops have usually been picked by hand, as it is difficult to mechanise the process. But in rich countries it has become hard to find affordable pickers at the right time, so fruit is often wasted. Therefore intelligent machines with advanced computing power will be developed which can overcome the technical problems involved and also provide farmers with useful data about the plants.

B. Developing machines that can pick fruit such as tomatoes or apples is a challenging task, due to the complexity of locating ripe fruit in an unpredictable outdoor environment, where difficult conditions can be produced by wind or water. But recent developments in computing mean that growers can now automate this process, which should save them money and so increase their profits.

C. Apples, tomatoes, strawberries and grapes are the kinds of crops that have always been hand-picked. But many farmers, for example in California, now find it increasingly difficult to attract enough pickers when the fruit is ripe. However, computing advances have produced a solution to this problem which will save farmers from worrying about the pickers and also collect vital data.

Exercise 6
Directions: Read the following text and then rank the three paraphrases in order of accuracy and clarity, giving reasons.

The Causes of the Industrial Revolution
Allen (2009) argues that the best explanation for the British location of the Industrial Revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanisation of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other European country had this particular combination of expensive labour and abundant fuel.

A. A focus on demand may help to explain the UK origin of the Industrial Revolution. At that time British workers' pay was high, but energy was cheap. This encouraged the development of mechanical inventions based on steam power, which enabled bosses to save money by mechanising production (Allen, 2009).

B. The reason why Britain was the birthplace of the Industrial Revolution can be understood by analysing demand in the early 1700s, according to Allen (2009). He maintains that, uniquely in Europe, Britain had the critical combination of cheap energy from coal and high labour costs. This encouraged the adoption of steam power to mechanise production, thus saving on wages and increasing profitability.

C. Allen (2009) claims that the clearest explanation for the UK location of the Industrial Revolution is seen by examining demand factors. By the eighteenth century cheap energy and high wages were both aspects of the British economy. As a result, the mechanisation of industry through inventions such as the steam engine and mechanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was the only country with significant deposits of coal.