San Jose Academy

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School Year 2023-2024

**Writing In-Text Citations**

Learning Activity Sheet 1

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Section 12-St. Peter Faber

Read and understand the following statement. Paraphrase each statement then write in-text citations using different formats. (5 points each)

*Mobile and computer technology may also affect children’s sociability. The use of this technology may take away hours from children’s social and playing time. Yet from another perspective, it can help cultivate their communicative and social skills through using different social media platforms and sharing apps with friends (Subia and Tatel, 2014).*

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| Author-oriented citation | According to Subia and Tatel (2014), the utilization of mobile and computer technology has the potential to impact children's social interactions. While these tools might diminish the time kids spend engaging socially and playing, they also offer avenues for enhancing communication and social abilities. |
| Text-oriented citation | Subia and Tatel (2014) suggest that the use of mobile and computer technology could reduce children's social and play time while concurrently providing opportunities to develop communication and social skills through various social media platforms and sharing apps. |
| ‘According to’ format | According to Subia and Tatel (2014), the utilization of mobile and computer technology might diminish children's social and playtime, yet it also offers avenues for enhancing communication and social skills through various social media platforms and sharing apps. |

*Smartphones resulted from global innovations in technology... and therefore, consumers need to be updated on the latest trends if they want to maximize opportunities offered by these gadgets to make daily activities more convenient (De Claro, 2010).*

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| Author-oriented citation | De Claro (2010) argues that the evolution of technology worldwide led to the creation of smartphones. Consequently, consumers must stay abreast of the newest trends to fully exploit the potential of these devices in streamlining daily tasks. |
| Text-oriented citation | De Claro (2010) emphasizes that the emergence of smartphones is a result of global technological advancements. To make the most of these gadgets in facilitating daily activities, consumers must stay updated on the latest trends. |
| ‘According to’ format | According to De Claro (2010), the development of smartphones is a consequence of global technological advancements. To fully leverage the capabilities of these devices in simplifying daily tasks, consumers should stay informed about the latest trends. |

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| **A Comparative Analysis of Social Media Usage and Academic Performance in Public and Private Senior High Schools**  **Author(s):** Mingle, Jeffrey; Adams, Musah; Adjei, E. A.  **Source:** Journal of Education and Practice, v7 n7 p13-22 2016. 10 pp.  The issue of social media and academic performance has been a very debatable topic about its effect. This study further explores the relationship between private and public schools about social media use and academic performance. The objectives of the study were to find out activities performed by students on social media, their effect on spelling during examinations, and to find out if participation affected students’ grades before and after using social media. It used the survey method to solicit responses from two public senior schools and two private senior high schools. The study revealed that the majority of respondents from private schools used WhatsApp and Facebook more often. Also, respondents from private schools spent more hours online as compared to counterparts in public schools. In addition, a higher proportion of respondents from the private schools experienced drops in grades as compared to their counterparts in the public schools. The study therefore recommends a strict enforcement of rules in private schools, counselling for addicted students, etc. |
| Author-oriented citation:  Mingle, Adams, and Adjei (2016) delved into the contentious link between social media usage and academic performance, particularly exploring its impact on students in public versus private high schools. The study aimed to uncover the specific social media activities students engaged in, their influence on spelling in examinations, and whether participation correlated with grade changes pre- and post-social media usage. Conducted through a survey method across two public and two private senior high schools, the research found that students in private schools predominantly used Whatsapp and Facebook, spending more hours online compared to their public school counterparts. Moreover, a higher percentage of students from private schools experienced a decline in grades in contrast to those in public schools. The study concludes by recommending stringent enforcement of regulations in private schools and counseling for students struggling with social media addiction. |
| Text-oriented citation:  Mingle, Adams, and Adjei (2016) conducted a study examining the relationship between social media usage and academic performance in public and private senior high schools. The research carried out through a survey among two public and two private schools, investigated students' social media activities, their impact on exam spelling, and the influence on pre- and post-social media grades. The findings highlighted that students in private schools favored platforms like WhatsApp and Facebook, spending more online hours compared to their public school counterparts. Interestingly, a higher proportion of students in private schools witnessed a decline in grades compared to their public school counterparts. The study's suggestions included advocating for strict enforcement of rules in private schools and providing counseling for students dealing with excessive social media usage (Mingle, Adams, & Adjei, 2016). |
| ‘According to’ format:  According to Mingle, Adams, and Adjei (2016), their research aimed to explore the correlation between social media use and academic performance in public and private senior high schools. Conducted via surveys in two public and two private schools, the study investigated students' activities on social media, their impact on spelling in exams, and the effects on grades before and after using social media. The study revealed a preference for platforms like WhatsApp and Facebook among students in private schools, who also spent more time online compared to their counterparts in public schools. Interestingly, a higher percentage of students in private schools experienced a decline in grades compared to those in public schools. The authors suggested enforcing stricter rules in private schools and providing counseling for students dealing with excessive social media use. |

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| **Indigenous vs. native: negotiating the place of Lumads in the Bangsamoro homeland.**  **Authors:** Paredes, Oona1  **Source:** Asian Ethnicity. Mar 2015, Vol. 16 Issue 2, p166-185. 20p.  Two categories of ethnic minority – Moro and Lumad – are indigenous to the Philippine Island of Mindanao, with Muslim Moros outnumbering largely animist Lumads. Both have been profoundly displaced by the post-World War II influx of Christian Filipino settlers from other islands, leading to armed conflict with the national government over land and political control. Due to their political and demographic inferiority to Moros, Lumads have regularly resorted to the accommodation and assimilation of Moro priorities, including throwing their support behind the latters’ decades-long struggle for territorial autonomy. Thanks to wide public support among the Lumad and other Mindanao sectors, the latest peace talks between the government and Moro leaders have led to the signing of a major peace deal involving the creation of a new autonomous Bangsamoro homeland. Despite this, the legitimate needs of Lumad stakeholders have been ignored, and in some cases deliberately undermined, by Moros and the national government. This article analyses the post-conflict status of the Lumad who, as second-order minorities in the future Bangsamoro homeland, have been doubly marginalized in daily life and the peace process. The study concludes that denying Lumad concerns now will render Bangsamoro more vulnerable to legal and constitutional challenges, as well as jeopardize the unique ‘tri-people’ ethos that has made this the most firmly grounded peace process to date. |

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| Author-oriented citation | Paredes (2015) explores the complex relationship between the Moro and Lumad ethnic minorities in Mindanao, Philippines. Despite both groups being indigenous to the region, the Moros, predominantly Muslim, outnumber the Lumads, who primarily practice animism. Post-World War II, the influx of Christian Filipino settlers displaced both groups, leading to conflicts over land and political control with the national government. Due to their numerical and political disadvantage, the Lumads have often aligned themselves with Moro priorities, supporting the Moros' quest for territorial autonomy. Recent peace talks resulted in a significant agreement for the creation of the Bangsamoro homeland, yet the legitimate needs of the Lumads have been overlooked or deliberately undermined by the Moros and the government. Paredes highlights that neglecting the concerns of the Lumads, as secondary minorities in the proposed Bangsamoro homeland, not only marginalizes them further but also risks legal and constitutional challenges, potentially destabilizing the peace process that involves the unique 'tri-people' ethos of the region (Paredes, 2015). |
| Text-oriented citation | Paredes (2015) investigates the dynamics between the Moro and Lumad ethnic groups in Mindanao, Philippines, emphasizing their indigenous status. Post-World War II, the influx of Christian Filipino settlers led to displacement and conflicts over land and political control for both groups. Despite being outnumbered, the largely animist Lumads aligned themselves with the Muslim Moros, supporting their quest for territorial autonomy. The peace talks resulted in the creation of the Bangsamoro homeland, but Paredes highlights that the legitimate concerns of the Lumads were overlooked or intentionally undermined by both the Moros and the government. This disregard for the Lumads, positioned as secondary minorities in the proposed homeland, not only exacerbates their marginalization but also threatens legal and constitutional stability, potentially destabilizing the region's 'tri-people' ethos (Paredes, 2015). |
| ‘According to’ format | According to Paredes (2015), the study delves into the intricate relationship between the Moro and Lumad ethnic groups in Mindanao, Philippines, focusing on their indigenous backgrounds. Following World War II, conflicts arose due to the arrival of Christian Filipino settlers, displacing both groups and sparking disputes over land and political authority. Despite their numerical disadvantage, the largely animist Lumads aligned themselves with the Muslim Moros, supporting their pursuit of territorial autonomy. While the peace negotiations resulted in the establishment of the Bangsamoro homeland, Paredes notes that the valid concerns of the Lumads were disregarded or deliberately undermined by the Moros and the government. This neglect of the Lumads, positioned as secondary minorities in the proposed homeland, not only intensifies their marginalization but also poses potential legal and constitutional challenges, potentially disrupting the region's 'tri-people' ethos (Paredes, 2015). |