Lesson 2 Use Information

1. Get Started

1.1 Welcome and Rules of the Road

Transcript:

Welcome to Dashboard. This tutorial is designed to help you use information accurately and ethically within your paper or project.

This section of Dashboard provides an overview of the resources and navigation features in this tutorial. Select the next button to continue.
1.2 Browser & Software Requirements

Transcript:

Before going any further, make sure that you have the required software loaded on your personal computer or device, and you're using Internet browsers, Chrome or Firefox to view this tutorial. Click on any of the images on this page to download the desired software.
1.3 Take Your Time

Transcript:

Dashboard lessons provide a thorough review of how to use information in a paper or project. Depending on your experience using information, a lesson could take between 30 minutes to an hour to complete. Make sure to schedule enough time to complete the lessons. If the lesson content is new to you, consider completing half of the lesson in one sitting. Then return to the lesson at another time to complete the rest. If you use the same Internet browser on the same computer, you will be prompted to resume where you left off, or return to the beginning of the lesson.
1.4 Rules of the Road: Navigation

Transcript:

Before getting started, let's review the rules of the road. This slide illustrates how to navigate your way through the Dashboard lessons.
1.5 The Signals

Transcript:

As you move through this tutorial you will come across flashing round markers that, when clicked, will provide you with more information. This is a directory of the markers that you will see throughout this tutorial. You can learn more about each marker by placing your mouse over a marker to view a short description, then, click on the marker for more details.
1.6 Activities & Assessment

Transcript:

Throughout the lessons, you will have opportunities to practice and assess your understanding. If a slide requires you to complete an activity or answer an assessment question, it will have a grey background and the slide title will begin with the word Activity or Assessment. If you’re not sure of the answer to a question, use the menu to the left to go back and review earlier slides. If you are completing this lesson as an assignment, you must complete all of the slides labeled "assessment" to earn full credit for the lesson.

Now that we've reviewed the rules of the road, hit the next button to get started with this lesson.
2. Lesson 2: Use Information

2.1 Lesson Introduction: Using Information

Transcript:

Now that you've gathered all the information for your paper. How do you incorporate it into your own work in an accurate and ethical manner?

In the previous lesson, you learned about plagiarism and the consequences of plagiarism. This lesson will teach you specific strategies for avoiding plagiarism.

Use the “Next” or “Previous” button at the bottom of the screen to move through this lesson. You may also use the menu on the left to jump to any section of this lesson.

If you are completing this lesson as part of a course assignment or other requirement, you should start at the beginning and move through each slide to ensure that you complete all of the activities included in the lesson.
2.1.1 Goals & Outcomes

Transcript:

The goals of this lesson are to help you synthesize information and incorporate other sources into your own work in an accurate and ethical manner. By completing this lesson, you will learn strategies for reading and understanding information. You will also learn how to:

- organize and synthesize information found in a variety of sources;
- integrate information into your work by paraphrasing, summarizing and quoting other sources;
- and how to represent information accurately and ethically.
2.1.2 Vocabulary

Transcript:

Here is a list of vocabulary words that will be introduced during this lesson. Vocabulary words will appear in blue text throughout this lesson. A complete list of vocabulary words and their definitions are available in the Glossary tab over on the left hand menu. Take a moment to read through this list of words. If you don’t know a word, or maybe you’ve heard of it but are unsure of its meaning, review its definition using the glossary tab located in the left hand menu. Once you’ve reviewed these vocabulary words, click on the next button to continue.
2.1.3 Lesson Topic

Transcript:

For this lesson we'll will address this question: what is the impact of texting on literacy? Imagine that you are exploring this question for an upcoming assignment. By literacy, I am referring to all aspects of reading and writing including spelling, grammar, comprehension and fluency. These are all good words to use when searching for information on the topic. As we explore this topic you'll see words like textisms and textese used to describe the practice of abbreviating words while texting.
Let's continue by reviewing some common questions about using sources. For example, why does your professor require you to use other sources of information besides your own knowledge, opinions and experiences?

Think about this question for a moment. Then review the possible reasons for using credible sources presented on this slide. Place a check mark next to all of the statements that you think are valid reasons for using other sources of information in addition to your own knowledge, opinions and experiences.
There are many reasons why you should consult outside sources when investigating a topic, presenting an argument, or seeking solutions to a problem. I will highlight a few reasons here. In order to gain a full understanding of a topic or issue, you need to look at it from every perspective, even those that you may not agree with. By carefully reading and reviewing the research and viewpoints of others, you will also improve your understanding of a topic. Some of the people and groups interested in the impact of texting on literacy include teachers, professors, researchers, students and parents.

Reviewing a variety of sources helps you develop your own ideas and arguments and allows you to anticipate counter-arguments. Sources can also strengthen and support your ideas, arguments and solutions. Use the research and wisdom of experts to verify your points.
2.1.6 Roadmap to Using Sources

Transcript:

Once you've identified a topic or question, and you've thought about who might be interested in researching and writing about the topic, then you can start to make a plan for how you'll use your sources. Click on each number to view a path to using information accurately and effectively. We'll review each of these steps during this lesson.
2.1.7 Activity: Lesson Warm-up

Transcript:

Okay, so you understand the value of using outside sources. Now how do you incorporate the words and ideas of others into your own work?

Read the statements presented here and place a check mark next to the ones that describe effective ways to incorporate someone’s words or ideas into your own work.
2.1.8 Activity: Lesson Warm-up

Transcript:

Read the questions presented on this slide. Which of these are research questions that students could ask about texting and literacy? You may select more than one response.
2.2 Outcome 1: Reading & Understanding Information

Transcript:

After you’ve identified sources on your topic, the next step is to make sense of what you have found and use it to accomplish a task. The next few slides will provide strategies for reading and understanding a source. Some sources can be challenging for those who are not experts in a particular field of study. We will also review note taking strategies of a critical reader.
2.2.1 Preview Source

Transcript:

After identifying sources, continue by previewing each source. Previewing a source will help you:

- Identify the issue or purpose presented in the source,
- Determine if the source truly meets your needs, and
- Reflect on what you already know about the topic

To preview a source, begin by reading the title and abstract. Next read the introduction and conclusion or discussion. This will give you an idea about the subject and purpose of the source. Reading the conclusion will save you time and frustration when reviewing a scholarly article. Continue previewing the source by looking at the pictures, graphics, and charts included in the source and by reading the subheadings. At this point you should have an idea of whether or not this source will help you learn more about your topic.
2.2.2 Reading & Notetaking Strategies

Transcript:

If after previewing a source, you've determined that the source is relevant, continue by carefully reading it. As you read, highlight, underline or note the main facts and ideas; the reasons that support the author's conclusion; and anything else that is meaningful to you. If something is unclear to you or if you have a question, make a note of it. Also, make a note of statements that are consistent with or contradict other sources you have already read. Immediately after you've finished reading the source, summarize the main ideas and the author's conclusions in your own words. After you have summarized the source, take a moment to reflect on your understanding of the topic. Read the source as many times as it takes to understand it. You will be amazed at how much more you learn by reading a source a second time!
2.2.3 Example 1: Reading & Notetaking Strategies in Action

Transcript:

Let's look at some examples of reading and notetaking strategies. The passage in the grey box is taken from a Pew Internet Report. To the right of the passage are example notes written by a student.
2.2.4 Example 2: Reading & Notetaking in Strategies in Action

Transcript:

In this example, the passage on the left is from a magazine article. On the right are sample student notes. Notice how the student questions her own understanding of the text and compares statements made in this source to statements made in other sources.
2.2.5 Activity: Reflection

Transcript:

Here is a self-reflection question for you. What are some of the ways that you like to keep notes when you're reading during your research? Check any of the boxes that fit your style.
2.2.6 Post Reading & Evaluation

Transcript:

When you have finished reading a source, it's important to take a moment to evaluate the source. Ask yourself the following questions:

- Is this author of this source credible and the information accurate? Look at the source to see if you can find out anything about the author or authors, such as where they work or what their specialty is. If you're using a source that doesn't name the author, then think twice about using it.

- Also ask yourself if you need more information, or if you have enough to address the issue. Often you'll need several sources about a topic so you can understand it well enough to write about it in your paper.
2.2.7 Assessment

Transcript:

You've just reviewed effective strategies for reading a source. Now it's time to assess your understanding by answering the question on this slide.
2.2.8 Assessment

Active reading involves more than just reading and highlighting the text. Which of the following are examples of active reading?

- ✔ restating or summarizing the author's main points in your own words
- ✔ taking note of questions that you have about the text
- ✔ re-reading sections that are unclear to you
- ✔ noting similarities or contradictions with other sources
2.2.9 Assessment

Transcript:

When evaluating the reliability of a source, which factors should you consider? Check all that apply

- author's credentials
- publisher's reputation
- accuracy of information presented
- length of the source
2.3 Outcome 2: Organize & Synthesize Information

Transcript:

After you have carefully read your sources, the next step is to organize your notes on each source. This section will demonstrate how to use the note card method to organize and use notes to develop an outline of a paper. To illustrate how to use the note card method, we will examine an issue paper written by Steve Vosloo. You can view the complete paper by clicking on the title, “The effects of texting on literacy.”
2.3.1 Sample Paper

Transcript:

Examine the first 2 paragraphs of Steve Vosloo's paper, "The effects of texting on literacy." Vosloo starts his paper by providing background on his subject so his readers know what he's talking about, and so he can show how his ideas relate to the ideas of other authors. The yellow highlighted text shows where Vosloo incorporated and cited other sources into his work. This is the result of several critical steps: finding relevant sources about a topic, carefully reading the sources and taking notes, and incorporating other sources into one's own thoughts and ideas. Later in the article, Vosloo will explain the results of his own analysis of the effect of texting on literacy. Overall he sees texting as having a potentially positive influence but also acknowledges why people are concerned. Using the sources, highlighted in yellow here, allows Vosloo to connect his new ideas to older ones and build our collective knowledge about the bigger issue of how technology changes literacy.
2.3.2 Note Card Method

Transcript:

While researching the impact of texting on literacy, the author, Steve Vosloo, probably used something like the note card method to organize his notes. Here are the steps to using the note card method: First, after carefully reading a source, create a note card for each relevant fact, idea, argument or question that you might be able to incorporate into your paper. Make sure to indicate where you found the information. This way you'll know where the information came from and won't have to spend time looking for the source later. Also, if you note an exact phrase from the source, make sure to place the text in quotation marks so you know you didn't write it.
2.3.3 Example Note Cards

Transcript:

This is an example of a set of note cards created from four different sources about texting and literacy. Note how each source is represented by a different color and how exact phrases taken from a source appear in quotation marks. Other cards contain information that has been re-stated in the researcher's own words. Since Vosloo knew he was going to need to combine information from several sources he found about texting and literacy, he probably took notes like this. Each idea, fact, and quote gave him a piece of the puzzle he was putting together. When he finished putting the pieces together, he had the big picture of how other researchers had investigated the connection between texting and literacy. And then, he knew how he would write about the issue from his own investigation.
2.3.4 Organize Notes

Transcript:

After recording notes from each source, the next step is to organize the notes into groups or clusters. If you were investigating the effects of texting on literacy, it would be wise to group all of the notes about positive effects and all of the notes about negative effects. After grouping notes together, come up with a name for each cluster of notes. These logical clusters might later become subtopics in your paper.
2.3.5 Assessment

Transcript:

Now it is your turn to organize information from multiple sources. Read the sample note cards on this slide. Then, select the best subtopic for this group of notes.
2.3.6 Synthesize Information

Transcript:

So far, we’ve reviewed how to read, gather, and organize information from a variety of sources. As you gather and organize information, you are also comparing and applying it to what you already know. This new information will likely change or improve your understanding of an issue. It may also inspire new ideas or solutions. This combination of the sources you read and your own inspiration is the process of synthesizing information.
2.3.7 *Synthesize Information*

Transcript:

Synthesizing information is the process of combining new information with what you already know, like what auto manufacturers do when designing a new car. They use what they already know about automobiles and apply the latest discoveries and innovations to design a new, state-of-the-art vehicle.

After you've gathered your sources and have carefully read the sources and taken notes, you'll start making connections and coming up with new ideas. Then, it's time to express your new understanding through writing or other forms of communication.
2.3.8 Example: Organize & Synthesize Information

Transcript:

We can see here how author, Steve Vosloo, might have developed a paper outline using his notes and his own thoughts and ideas. The topic of the article is at the top, followed by subtopics, or subheadings, as well as the sources that support each subtopic. Because he is combining his own ideas with the ideas from the sources he read, he has created new knowledge about the topic of texting and literacy. This is what you’re doing in your papers when you synthesize the sources you find with your own thoughts.
2.3.9 Assessment

Transcript:

Now it’s time to review the previous few slides. Read this sentence and type the missing word in the white text box.
2.4 Outcome 3: Summarize, Paraphrase and Quote

Transcript:

Now that you have an idea of how information can be organized and synthesized, we will review how to integrate other sources into your work by summarizing, paraphrasing and quoting. All three methods help you to present the words and ideas of someone else. Click on the next button to learn more.
2.4.1 How do I Incorporate the Work of Others?

Transcript:

When you want to reference the ideas of someone else, you can quote, paraphrase or summarize their work. Remember, you are not the only person who has an interest in your topic. Experts and non-experts have published their research, ideas, and arguments on almost every topic imaginable. Whether you summarize, paraphrase, or quote from a source, it's important that you also introduce the source in your own writing and connect the source to your own ideas. If the source presents new or detailed information, you may also have to explain the author's words to your reader.
2.4.2 How to Summarize

Transcript:

To summarize a source is to provide a condensed description of the source, or passages from the source, in your own words. You must also give credit to the original source within your document. It is useful to summarize a source when you want to provide a broad overview of another person’s research, ideas, or arguments. When summarizing a source make sure to accurately summarize the ideas of the author and connect the points made by the author to your own points, ideas, or argument.
2.4.3 Example: Summarize

Transcript:

Here is an example of how to summarize the research findings presented in a journal article. Note how the student writer uses the original source to support her argument, which is that texting can benefit a child's ability to read and write.
2.4.4 How to Paraphrase

Transcript:

To paraphrase is to restate a particular passage from a source in your own words, both sentence structure and grammar. Your paraphrase should accurately represent the author's ideas and should relate to the points you are trying to make in your paper. You must also give credit to the original source within your document.
2.4.5 Avoiding a Pitfall

Transcript:

When paraphrasing from a source, restate information concisely using your own voice. A paraphrased passage should make sense to you and your audience. Changing or switching a few words within a passage so it is no longer identical to the original passage is considered plagiarism, not paraphrasing.
2.4.6 Example: Paraphrase

Transcript:

In this example, the student paraphrases a specific passage from the original source to prove that the quality of children's writing is not impacted by texting.
2.4.7 How to Quote

Transcript:

To quote a source is to use an exact statement from another source, word-for-word. The statement, or quotation, must be enclosed in quotation marks, and credit should be given to the original source. After introducing a quote, make sure to explain how the quotation supports your points (Graff & Birkenstein). It’s best to quote from a source when you want to highlight a particularly striking phrase, sentence or passage, or when the meaning of the original passage would be lost or changed by paraphrasing.
2.4.8 When to Quote

Transcript:

Many students wonder when they should quote instead of paraphrase or summarize. Quoting is usually saved for special occasions, like when the original author is very famous. You can also quote if the original author stated the idea in an especially unusual or meaningful way.

Paraphrasing and summarizing are the most common ways to integrate sources into your paper because they keep your paper flowing, they keep you focused on the most important points, and they show your professor that you understood what you read.
2.4.9 Example: Quotation

Transcript:
In this example, the student uses a striking quote to support her claim that the media is misleading parents about the effects of texting on children’s ability to read and write.
2.4.10 Assessment

Transcript:

What are the most common ways of integrating sources into your own work when you're writing a paper? You may select more than one response below.
2.4.11 Assessment

Transcript:

Now it's time to assess your understanding of summarizing, paraphrasing and quoting. The text in the white box is an excerpt from a research study that examined the impact of technology and social media on students' study habits. Read the passage in the white box first. Then choose from the list below the statement that best represents a paraphrase.
Let's try another example. The text at the top of the slide is a passage from a research study that examined how teenagers use technology to communicate. Read the passage, then choose from the list below the statement that best represents a summary.
Transcript:

The passages below are taken from a *New York Times* article about teens and texting. Now that you’ve reviewed when and how to quote sources, select the passage that would make the best QUOTATION in a paper about the effects of texting on literacy.
2.4.14 Assessment

Read this article by journalist, Katherine Mangu-Ward. Then read each highlighted passage and indicate if the author summarized, paraphrased or quoted from the original source.

Transcript:

Read this article by journalist, Katherine Mangu-Ward. Then read each highlighted passage and indicate if the author summarized, paraphrased, or quoted from the original source.
2.5 Activity: Lesson Feedback

Transcript:

Please take a moment to tell us what you have learned about using information and where you feel you need more assistance by ranking the statements on this slide.
2.6 Get Help!

Transcript:

If you would like to learn more about incorporating information from various sources into your own work, you can ask your professor or a librarian. You can also visit the English Department Writing Center, the Tutoring Center, the ESL Tutoring Center, or the Teaching and Learning Center. We also recommend that you consult the Online Writing Lab, or OWL, at Purdue University or read the book, They Say, I Say, by Gerald Graff and Cathy Berkenstein. For more details on how to get help, click on the links presented here. Links to these resources are also available in the resources section of this tutorial located in the upper right corner.
2.6.1 Assessment Results

YOU’VE REACHED THE END OF THIS LESSON

HERE ARE YOUR RESULTS

Your Score: %Results1_2_2.ScorePercent% (%Results1_2_2.ScorePoints% points)

Passing Score: %Results1_2_2.PassPercent% (%Results1_2_2.PassPoints% points)

Result:

Print Results  Review Responses  Retry

Transcript:
You have reached the end of this lesson. You may print your results by clicking on the Print Results button. If you would like to review your response to each assessment question, click on the Review Responses button. Then, use the next button to move through the lesson. If you're not satisfied with your results, you can complete the lesson assessments again by clicking on the Retry option.
3. Lesson Complete

3.1 Return to Dashboard Homepage

Transcript:

Congratulations, you have reached the end of this lesson. To review more Dashboard lessons, click on the Visit Dashboard Home Page button.