

Composition I

Module 3: Appealing for Action: Reaching Consensus

Module Introduction

Readings

Required

- Chapter 11 in *Engaging Questions*
- Read the required reading and complete the Connect activities after reading the Module 3 content.
- Gettysburg Address (Power of Process in Connect)

Recommended

- Images for Gettysburg Address. (n.d.) Retrieved from <http://www.bing.com/images/search?q=the+gettysburg+address&qvvt=the+gettysburg+address&FORM=IGRE&id=ECF838322A01398C37C7E394AC3ACB92ED4199A8&selectedIndex=0#view=detail&id=0534970555F175384271F3423A47D7470B9D3A69&selectedIndex=2> (<http://www.bing.com/images/search?q=the+gettysburg+address&qvvt=the+gettysburg+address&FORM=IGRE&id=ECF838322A01398C37C7E394AC3ACB92ED4199A8>)
- Ryan, M. B. (2004). <https://search-ebcsohost-com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=67336206&site=ehost-live>). *Journal of Transpersonal Psychology*, 36(1), 1-17.

For Your Success

This week's Critical Thinking Assignment will introduce you to a new skill associated with academic writing: quotation. While it will be important for you to produce original ideas in your assignment, you will find that inserting a direct quotation from an "expert" source will help to further your own analysis, or argument.

Learning Outcomes

1. Reflect and analyze past writing.
2. Analyze and critique a critical text.
3. Quote in-text and assess a section of writing.
4. Develop correlations from one critical text to another.

1. Learning from our Experiences



(Source: <http://www.soft9000.com/blog9000/index.php?m=11&y=13&entry=entry131112-045446>)

Careful and analytical reading contributes to successful writing. A careful reader should go beyond the content of an essay and analyze the techniques of argument—how structure, logic, evidence, and style contribute to, or detract from, the reasonableness of a claim. As you reflect on what you learned from the diagnostic activities think about what your past and present experiences have taught you. Learning something new can be daunting, but these efforts are rewarded with a new way of looking at a particular problem or situation.

Learning from Experience

(Source: <http://www.youtube.com/watch?v=VlmiCoghUTI>)

Summary: Brian Buford notes the difficulties inherent in learning from experience from a professional standpoint in this video. Buford notes it is difficult to learn from experience because one must:

1. Pay attention
2. Look inward
3. Take criticism
4. Apply changes for growth and improvement.

While Buford's advice is geared to the professional, the elements he cites are important when considering any process involving change for improvement. As you grow as a writer, you will find inward reflection will help you to improve and expand your own writing abilities.

2. Quoting a Source in APA Format



(Source: <http://isu.libguides.com/content.php?pid=478673&sid=3921453>)

If you must quote a few words in your summary or paraphrase for emphasis, it is acceptable to do so. However, most professionals and professors think it is only appropriate to use direct quotations in summaries and paraphrases when you limit your quotations to key words and phrases that you feel are important enough to quote. For example, if you are summarizing what a presidential candidate has said, but you feel you must quote the exact words to emphasize his position, it would be appropriate to use a quote such as:

Democratic presidential candidate X said in a speech this afternoon that he was against English-only laws because they are a form of cultural fascism, and it's a "back-handed way" of maintaining inequality.

The writer uses this exact quotation "a back-handed way" from the original material in order to emphasize the candidate's original statements.

While this may seem simple enough, there are several ways a writer can incorporate direct quotes:

1. Use a signal phrase with the author's last name (or the title of the article if you can't find the author listed anywhere) to introduce the quote and show the reader where the quote is coming from.
2. Duplicate the original passage exactly (from a phrase to a sentence to a few sentences) word-for-word.

- Put quotation marks at the beginning **and** at the end of the quotation.

Admittedly, there are a lot of rules and exceptions, but if you want to have integrity in using quotes, there are rules you must follow. However, when you think about it and do it, the rules actually make sense. Being precise is the most important part of quoting well.

Quotation Rules:

See the examples below to view various ways to quote in APA format:

Basic quote. Always capitalize the first letter of the quote, if it is a complete sentence. Quotes within quotes (aka indirect quotes).

As Boyd (2008) explains, "None of the information displayed through this feature was previously private per se, but by aggregating this information and displaying it in reverse chronological order, News Feeds made the material far more accessible and visible"(para. 1).

Here is a good list of best practices when using quotes from the Purdue Online Writing Lab.

<http://owl.english.purdue.edu/owl/resource/577/01/> (<http://owl.english.purdue.edu/owl/resource/577/01/>)

As you prepare to write your portfolio paper and use outside sources, you will continue to learn how to combine and intertwine summaries, paraphrases, and quotations together, all in an effort to support, illustrate, or prove your own point. As you work on the Critical Thinking Assignment this week, do consider the words of Lincoln, but also think about how you will use quotations in other research papers.

3. Making Connections

A good writer, when writing a paper, limits his or her use of quotations. While it may seem easier to write a paper using only quotations, it may also appear to the reader (or professor) that the writer is just stitching a bunch of quotes together, writing his or her paper using other people's writing. The writer is giving over his or her power of expression to other writers, and it can seem like the writer either doesn't really understand the material, or is not putting enough effort into the writing project.

As you learn to write in an academic way, you will find that you are taking part in a conversation with others. In this course you are becoming deeply engaged with the ideas of others. There are times in which academic writing is taught in a vacuum of sorts. Because of this, students might tend to write and think in a bubble. As an emerging scholar, it will be important for you to figure out how your writing can be impactful by making connections.

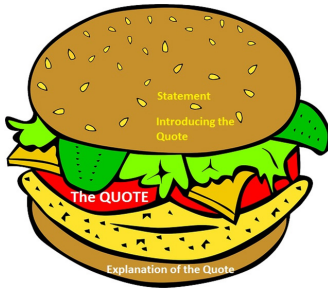
So as you quote the work of others, don't assume that others are going to understand, or be able to interpret your inferences just because you inserted a quote that mirrors your own ideas. Instead, after you quote another author it will be important for you to comment on the quote as tied to the central point you are attempting to convey.

When you think about quoting from another you can think of the process of quoting similar to making a sandwich in that you will note why you are inserting the quote into your writing and then following the quote you can analyze why the quote works to further your thesis, or main idea. To sandwich a quote properly you must:

- Provide a statement introducing the quote (top slice of bread)
- Insert your quote (meat)
- Explanation of the quote (bottom slice of bread)



Sandwich your quote!



While the above image may seem simple doing this in your writing will show that you are engaged in a critical and intellectual exchange of sorts. The philosopher Kenneth Burke (1974) writes of intellectual exchange for the emerging scholar in the following terms:

You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about... You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him, another comes to your defense; another aligns himself against you. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress. (p. 110)

So as you quote others think in terms of how you can engage in a discussion that might already be in place. Don't be afraid to make your own intellectual mark.

Check Your Understanding

*Now that you've reviewed this module content, it's time to read Chapter 11 from *Engaging Questions and complete the Opening Exercise as well as the Power of Process Lincoln's Gettysburg Address Reading in Connect. These readings and activities will better prepare you not only for effectively incorporating your outside sources but also writing more persuasively. Additionally, the readings and activities in this module offer abundant examples so that you can learn how to more effectively review and analyze an essay. Once you've done that, remember to complete the Mastery Exercise by the end of the week .**

References

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