

# Developing Skills for Integrating Sources of Information

Cluster 4 page 111

## How can you develop strong skills for integrating sources of information?

To strengthen your skills at integrating sources of information, use two strategies. You will see them in action here one by one.

### Strategy 1: Integrate multiple sources of information.

When you use various sources of information, you should

- reproduce the information accurately
- acknowledge the source appropriately

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

Whether you get information from printed books, online sources, or personal interviews, you want to use it accurately and acknowledge the source appropriately. You will see examples showing how to integrate these three commonly used types of information:

- short direct quotations
- long direct quotations
- paraphrases of content you read

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

The excerpt below is from *Teen Cyberbullying Investigated* by Thomas A. Jacobs, page 21. The screens that follow will demonstrate how to integrate information from it into an essay.

In 2009, the European Union signed a pact with 17 social networking sites to curb the growing trend of cyberbullying. The agreement requires the sites, which include MySpace, Facebook, Bebo, Yahoo!, Europe, Skyrock, and YouTube, to ensure the profiles of users under age 18 are set to “private,” and they cannot be found through other Web sites or search engines. It also requires the sites to provide a one-click button for reporting abuse or unwanted contact.

# Developing Skills for Integrating Sources of Information

Cluster 4 page 111

## Parenthetical Citations

One way to integrate this source into a paper is to identify the source in parentheses by listing the author's last name (or the organization's name) and the page number (if it has one).

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

**Example:** If your source was page 21 of *Teen Cyberbullying Investigated* by Thomas A. Jacobs, your entry in your works cited list would look like this:

Jacobs, Thomas A. *Teen Cyberbullying Investigated*. Minneapolis: Free Spirit Publishing, 2010. Print.

Your on-page parenthetical citation would look like this:

(Jacobs 21)

# Developing Skills for Integrating Sources of Information

Cluster 4 page 111

## Short Direct Quotations

These are word-for-word phrases or sentences from another writer that you use that are shorter than four lines of text. To tell your reader exactly where the direct quotation begins and ends, use quotation marks before and after the passage.

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

### **Example of Citation for a Short Direct Quotation**

The European Union has taken steps to protect the safety of young people online through an agreement with social networking sites to keep the profiles of users under the age of 18 private and to provide “a one-click button for reporting abuse or unwanted contact” (Jacobs 21).

# Developing Skills for Integrating Sources of Information

Cluster 4 page 111

## Long Direct Quotations

If a direct quotation requires four or more lines, set it off as a block quotation. It should be indented one inch from the left margin, double-spaced, and include a reference to the source. Since the text is set off visually, you do not need to use quotation marks around it. Do include a parenthetical source.



## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

### Example of Citation for a Long Direct Quotation

Supported by a survey of parents throughout the region, the European Union called for social networking sites to help protect young people: The agreement requires the sites, which include MySpace, Facebook, Bebo, Yahoo!, Europe, Skyrock, and YouTube, to ensure the profiles of users under age 18 are set to “private,” and they cannot be found through other Web sites or search engines (Jacobs 21).

# Developing Skills for Integrating Sources of Information

Cluster 4 page 111

## Paraphrases

These are passages that you write in your own words that express information that you learned from another source. Do not use quotation marks with these, but still include a parenthetical source.

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

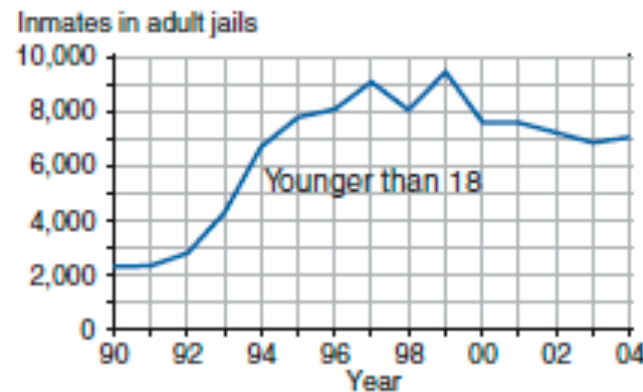
### **Example of Citation for a Paraphrase**

The European Union required an agreement from social networking sites to keep the identities of minors protected. (Jacobs 21).

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

**Integrate statistics** the same way you would text. For example, here is a chart showing how many juveniles were in adult jails on a typical day from 1990 to 2004.



Source: *Juvenile Offenders and Victims: 2006 National Report*. Department of Justice.

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

Here is an example of how the information in this source could be integrated into a sentence.

The number of juvenile inmates in adult jails rose dramatically between 1990 and 1999 but then dropped between 1999 to 2004 (*Juvenile Offenders*).

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

**How can you develop strong skills for integrating sources of information?**

**Strategy 2: Evaluate multiple sources of information.**

If sources appear to conflict, evaluate them in three ways.

- A. Confirm that the sources are actually saying different things.**
- B. Decide which source is more reliable.**
- C. Find the strength of each reliable source and use it.**

In the following screens, you will have a chance to practice each approach.

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

### **A. Confirm that the sources are actually saying different things.**

Similar information is easily confused. Consider the following statements from two respected sources.

- Ninety percent of juvenile offenders have at least one other problem as well.
- Seventy-one percent of juvenile offenders have emotional problems.

These two statements may appear at first to be conflicting. But a logical way to integrate the two statements is to recognize that emotional problems are just one kind of problem, so both statements can be correct.

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

**Directions:** Explain how this pair of sentences can be consistent.

- In the year 2000, 9,100 juveniles were in jail.
- In the year 2000, 5,400 juveniles were in prison.

**Response:** *Jail* and *prison* are sometimes used interchangeably, but they are not the same.

- A *jail* is usually run at the local level and prisoners stay there for relatively short terms.
- A *prison* is usually run by a state government and is for convicts with long sentences.



## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

**Directions:** Explain how this pair of sentences can be consistent.

- The Sixth Amendment provides a guarantee that anyone prosecuted for a criminal offense has a right to a trial by an impartial jury.
- The Constitution does not require jury trials in juvenile court hearings.

Response: A 1971 Supreme Court case, *McKeiver v. Pennsylvania*, found that juries are not known to be more accurate than judges in determining a verdict, and that the presence of a jury could be disruptive to the atmosphere of the juvenile court, making it more adversarial. Due process can be traded off against other benefits.

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

### **B. Decide which source is more reliable.**

To evaluate a source's reliability, consider that

- experts are more reliable than people new to a topic
- people trying to be objective are sometimes more reliable than people trying to be persuasive
- recent writers are more reliable than writers who lived long ago if the topic is one that has changed over time

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

**Directions:** In each group of items, which source is the most reliable for information analyzing Supreme Court decisions on juvenile justice?

### Group A

- A high school student who writes a Supreme Court column for the school newspaper
- A constitutional scholar teaching at John Marshall Law School
- A blogger who feels strongly that juveniles should be treated as adults for some crimes

**Response:** The scholar probably has more expertise than the student and more objectivity than the blogger.

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

**Directions:** In each group of items, which source is the most reliable for information analyzing Supreme Court decisions on juvenile justice?

### Group B

- A well-educated victim of a crime committed by a juvenile
- A reporter for the *Washington Post* Web site
- The parent of a juvenile offender

Response: Reporters for respected newspapers try to be objective. Both the victim and the parent may well have a bias.

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

### C. Find the strength of each reliable source and use it.

When integrating sources, recognize the strength of each source.

For example, a reporter for a respected newspaper will very likely have double- and triple-checked facts, so a story published in that paper will have **solid facts and information**. However, it may lack “human interest” appeal. The work of a victim or the parent of a juvenile offender might provide **stories that will add great interest** to your essay, report, or presentation. Use the strongest features from each high-quality source you find.

## Developing Skills for Integrating Sources of Information

Cluster 4 page 111

**Directions:** What might be the strength of each of the following sources?

- A report from the Department of Justice on juvenile repeat offenders

**Response:** This source is likely to have authoritative statistics.

- A first-person account by a juvenile offender who straightened her life out

**Response:** This source is likely to have compelling stories.

- The Web site of a group that advocates for rehabilitation, not just punishment, for juvenile offenders

**Response:** This source might offer arguments for reform.