

English Composition Instructor Guide

Module 11: Using and Citing Sources

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Learning Outcomes

[Detailed Course Learning Outcome Spreadsheet is linked here.](#)

Topic	Student Learning Goals
Integrating Source Material	<ul style="list-style-type: none">• Examine how the "source sandwich" and signal phrases help to integrate sources into your writing• Effectively integrate and introduce quotes into your writing• Understand when and how to paraphrase• Understand when and how to summarize• Evaluate how good source synthesis and integration build credibility
Writing Ethically	<ul style="list-style-type: none">• Evaluate the definition of academic dishonesty• Describe and give examples of what constitutes plagiarism• Describe proactive strategies to avoid plagiarism• Explain best practices for using and citing copyrighted and openly licensed materials
MLA Documentation	<ul style="list-style-type: none">• Describe overall MLA document formatting, including page layout• Successfully identify the components of MLA in-text citations• Successfully create and identify appropriate MLA Works Cited entries• Evaluate the components of a properly formatted MLA Works Cited page
APA Documentation	<ul style="list-style-type: none">• Describe general APA document formatting and guidelines• Successfully identify the components of APA in-text citations• Successfully create and identify appropriate entries for an APA References page• Describe APA document formatting guidelines for the title page and headers

Summary of Module

Background You'll Need

In the readiness check and background you'll need, students will review the purpose and importance of citing sources as a core practice in ethical academic writing. They'll explore how citations build credibility, connect their work to scholarly conversations, and follow standardized systems like MLA and APA to ensure clarity, consistency, and proper attribution.

Integrating Source Material

Students will learn how to effectively incorporate sources into their writing using the "source sandwich" method, which includes introducing, citing, and analyzing each piece of evidence. They'll practice quoting, paraphrasing, and summarizing with clarity and purpose, while using signal phrases and proper punctuation to maintain their voice and strengthen their arguments.

Writing Ethically

This section emphasizes the importance of academic integrity, helping students understand what constitutes plagiarism and how to avoid it through proper citation, time management, and responsible research practices. Students will also explore the distinction between citation and copyright, and how ethical writing upholds their credibility and trustworthiness as writers.

MLA Documentation

Students will learn the key components of MLA style, including in-text citations, Works Cited entries, and formatting conventions commonly used in the humanities. They'll gain experience organizing and citing sources using MLA's container model and applying rules for block quotations and source variety.

APA Documentation

This section teaches students how to follow APA style guidelines, including structured formatting, in-text citations, and the organization of research papers. They'll learn to format references accurately, apply hierarchical headings, and structure their writing clearly for academic disciplines in the social sciences.

Module Resources

Cheat Sheet



[Module 11 Cheat Sheet](#)

PowerPoint



[Module 11 Slides](#)

Worksheets/Handouts



[Activity Two Handout](#)



[Activity Three Handout](#)

Assignments and Discussions



[Module 11 Assignment: Incorporating and Documenting Sources](#)



[Module 11 Discussion: Academic Honesty](#)



[Module 11 Assignment: AI-Assisted Citation Creation](#)



[Module 11 Discussion: AI Ethics](#)

Activity One: Academic Honesty and Dishonesty

Evidence-Based Teaching Practices



Enjoyment

Educators engage students in enjoyable learning activities such as games, debates, virtual field trips, and other activities to create a fun environment that is conducive to learning. In this activity, students engage with a fun Quizizz game while learning about Academic Honesty.

Background

In this activity, students will become familiar with common types of academic dishonesty by engaging in a Quizizz game. They will also learn about the causes of academic dishonesty and what students can do to ensure they don't feel the need to resort to academic dishonesty.

- **Topic Alignment:** Writing Ethically
- **Learning Outcomes:**
 - Evaluate the definition of academic dishonesty
 - Describe and give examples of what constitutes plagiarism
 - Describe proactive strategies to avoid plagiarism
- **Source:** Created by Delisha Hodo, adapted from material created using Gemini AI. CC-BY. Adapted by Kiersten Sparks, CC-BY.

Instructions

Time Estimate: 20-30 minutes

1. Conversation starter

Let's talk about the importance of academic integrity. When it comes to academic work, how do you balance the pressure to succeed with the responsibility to maintain honesty? What does it mean to you to be academically honest in your studies?

2. Create groups and explain the game

Create small groups of 3-4 students. Ask if anyone has played a Quizizz game

before, and explain that it is a timed quiz game where students see who can answer questions the fastest and accurately. Have one student log into Quizizz for their team.

3. Play the game

Play this [Quizizz game about Plagiarism and Academic Honesty](#). As you work through the questions with the class, address any confusion seen in the responses. Feel free to show the leaderboard as you go for some fun competition.

4. Class discussion

After working through all the terms and declaring a winning team, facilitate a class discussion. Students now understand the different types of academic dishonesty, but it is also important to understand the situations that cause students to engage in academically dishonest actions. Use the questions below to facilitate a discussion about the causes of academic dishonesty and how to avoid them.

Discussion Prompts

- **What do you think are some factors that contribute to academic dishonesty?**
 - Follow-up: How might different circumstances influence a student's decision to cheat or plagiarize?
- **In what ways might stress and time management impact academic integrity?**
 - Follow-up: What strategies could help students manage these challenges?
- **How do you think academic dishonesty affects both individuals and the academic community?**
 - Follow-up: What might be the long-term effects or consequences on students and institutions?
- **What role, if any, do you think peers play in a student's decision to engage in dishonest behavior?**
 - Follow-up: How could students create a positive academic environment among their peers?
- **When you are struggling with your coursework, what resources are available to support your learning?**
 - Follow-up: How can you seek help from professors or tutors if you're struggling with course material?

Debrief

Reinforce key academic honesty concepts by summarizing the main points covered in the game and clarifying any misconceptions. Emphasize the role of effective communication in understanding and avoiding academic dishonesty. Remind students of the potential negative outcomes of plagiarism and cheating.

Online Variation

In this activity, you'll join a quiz game to test your knowledge of plagiarism and academic honesty concepts. This game will help you recognize different forms of academic dishonesty and understand why maintaining integrity in your work is essential.

If you've played Kahoot before, you'll find this similar! If not, no worries – it's an easy and interactive way to learn. You'll be competing against the clock, so try to answer as accurately and quickly as possible.

STEP 1: Follow the link provided in your LMS to access the game on Quizizz. If you're working in a small group, one member can share their screen while playing so everyone can follow along and discuss answers as you go.

Work through each question on plagiarism and academic honesty. Take a mental note of any questions you find confusing or new terms you encounter. After completing the game, take a screenshot of your final score and save it for your records.

STEP 2: In a discussion post, post your screenshot of your results and reflect on what you learned from the game and answer the following questions:

- What are the main forms of academic dishonesty you learned about, and were there any terms or concepts that were new to you?
- In your opinion, what factors might lead students to engage in academic dishonesty?
- What are some strategies students can use to avoid these challenges? For instance, how might time management or communication with instructors help?
- How do you think academic dishonesty affects both individual students and the academic community as a whole? What might be some long-term effects on students and institutions?

STEP 3: Review two classmates' posts and consider the factors they listed or the strategies they recommended. Reply to each classmate with your thoughts on their insights. Share additional strategies you think could help students maintain academic integrity or expand on their ideas with examples.

Activity Two: The Citation Situation

Evidence-Based Teaching Practices



Contextualization

Educators help students make sense of theoretical material by demonstrating how it applies to relevant “real-world” situations. In this activity, students explore the various real life situations where they will have to cite various sources in their academic career, as well as be exposed to real-world examples of the consequences of not properly citing your sources.

Background

In this activity, students will be presented with a variety of realistic scenarios that highlight the complexities of using sources ethically in writing. In addition, they will be challenged to think critically and make informed decisions about how to handle each situation, justifying their choices with sound reasoning.

To be prepared for this activity, students should have a general awareness of the importance of honesty and ethical practices in academic work. They should be familiar with what constitutes plagiarism, including direct copying, paraphrasing without attribution, and using others’ ideas without credit, all of which are covered in the text.

- **Topic Alignment:** Integrating Source Material & Writing Ethically
- **Learning Outcomes:**
 - Effectively integrate and introduce quotes into your writing
 - Understand when and how to paraphrase
 - Understand when and how to summarize
 - Describe and give examples of what constitutes plagiarism
 - Describe proactive strategies to avoid plagiarism
- **Source:** Created by Delisha Hodo, CC-BY.

Instructions

Time Estimate: 30-45 minutes

1. Conversation starter

Option 1: "Think about the last time you had to include sources in a paper or project. How did you decide which sources to use, and how did you make sure you were giving proper credit? Citing sources isn't just about avoiding plagiarism—it's about building credibility and showing respect for the work of others. What challenges have you faced when it comes to citing sources ethically?"

Option 2: "Plagiarism is often talked about as something to avoid, but have you ever thought about why it's such a serious issue? Beyond just breaking the rules, plagiarism can damage your reputation, your academic career, and even your ability to succeed in your future profession. Why do you think the consequences of plagiarism are so severe, and what are some ways we can make sure to avoid it?"

Bonus: With option 2, you can use real-life examples such as:

Cross, Allan. "Plagiarism Wars Put Rhythm and Beats under the Legal Microscope." 26 Mar. 2023,

<https://globalnews.ca/news/9572900/music-copyright-plagiarism-lawsuits/>.

Accessed 10 Aug. 2024.

"Wal-Mart Heiress Accused of Cheating Gives Back USC Degree." *Los Angeles Times*, Los Angeles Times, 20 Oct. 2005,

www.latimes.com/archives/la-xpm-2005-oct-20-me-heiress20-story.html.

2. Review

Briefly introduce the concept of ethical source use and its importance in academic integrity. Explain the consequences of plagiarism and the importance of giving credit to original authors.

3. Divide the class into groups

Split the class into groups of 3-4 students. You can either create groups by counting off students or allow them to form their own groups.

4. "Citation Situation" Scenarios

Provide students with a variety of scenarios (sample scenarios:

 Module 11: Activity 2 Handout) where a student needs to use a source in their

writing. Assign or let students select a scenario for their group to discuss how to handle the situation ethically, considering:

- a. When is a citation needed?
- b. How to properly quote, paraphrase, or summarize
- c. How to avoid plagiarism

5. Sharing and discussion

Have each group present their scenario and their ethical solution to the class. Then, facilitate a larger discussion that addresses the following points:

- a. The variety of citation styles (MLA, APA, etc.)
- b. When and how to use quotation marks
- c. The difference between paraphrasing and summarizing
- d. Resources to help with citations (library guides, citation generator)

You can choose to have this discussion separately or weave in the ideas as students share their solutions.

6. Wrap-up and Reflection

Summarize the key points provided below, and allow time for students to ask questions or clarify any lingering confusion.

Discussion Prompts

- **Why does citing sources matter?**
- **What are some common mistakes that people make when citing sources?**
- **How can you ensure you are using sources ethically in your writing?**

Key Points

- Citing sources matters because:
 - It's about respecting the intellectual work of others.
 - It builds trust with your reader, showing you've done your research.
 - It allows further exploration of the topic by those interested.
- *While there are rules, there's also personal judgment involved:*
 - When something is "common knowledge" vs. needing to cite?
 - Different citation styles have their quirks, but the core principle is giving credit.
- Plagiarism is more than copying; even unintentional plagiarism has consequences.
 - Close paraphrasing without attribution is still plagiarism.
 - Using someone's idea without credit is unethical.

- There's no shame in seeking help:
 - Librarians, writing centers, and even the instructor are there to assist with citation questions.
 - Online tools can help, but human judgment is still vital.

Online Variation

STEP 1: Your instructor will assign you to a group with 2-3 other students. Within your group, make a copy of the ["Citation Situation" handout](#) and share it with everyone in your group.

STEP 2: In your shared document, read through the scenarios and work with your group to evaluate each scenario, addressing:

- How you would handle the situation ethically.
- The reasoning behind your chosen approach.
- Any relevant citation guidelines or rules you would consider.

Work together to reach a consensus on what all members of the group believe to be the best course of action.

STEP 3: After your group has finished evaluating the scenarios, submit your shared document in the LMS. **STEP 4:** Your instructor will assign peer reviews for you to complete. Read through your assigned peer reviews and provide constructive feedback or ask clarifying questions. Share any additional insights or resources you think are relevant.

Instructor Summary & Debrief

After a set time (e.g., 2-3 days), the instructor should post a comprehensive summary addressing each scenario. Highlight best practices, clarify any misconceptions, and provide additional resources on ethical source use.

Activity Three: MLA to APA Style Switch

Evidence-Based Teaching Practices



Contextualization

Educators engage students in activities that require them to do more than passively listen to a live or recorded lecture. In this activity, students engage in small group work and work together to identify and apply the defining characteristics of MLA and APA formatting and citation styles.



Higher Order Thinking

Educators engage students in activities specifically designed to cultivate level-appropriate critical thinking, complex problem solving, analytical reasoning, abstract reasoning, and creative thinking. In this activity, students assess the details and the difference between the two standardized citation formats, MLA and APA, and transform formatting from one to another.

Background

In this collaborative activity, students analyze an MLA-formatted paper to identify its key formatting features. Then, working in small groups, they reformat the entire document—including in-text citations and the Works Cited page—into APA style. This hands-on comparison helps students deepen their understanding of both citation systems and practice applying them accurately.

- **Topic Alignment:** MLA Documentation & APA Documentation
- **Learning Outcomes:**
 - Describe overall MLA document formatting, including page layout
 - Evaluate the components of a properly formatted MLA Works Cited page
 - Describe general APA document formatting and guidelines
 - Successfully create and identify appropriate entries for an APA References page
 - Describe APA document formatting guidelines for the title page and headers
- **Source:** Created by Kiersten Sparks, CC-BY.

Instructions

Time Estimate: 50-60 minutes

1. Conversation starter (5 minutes)

When you look at a document, what clues tell you which citation style it's using?

2. Review (5-10 minutes)

You may want to review the general purpose of citation styles and when MLA versus APA is typically used. Briefly go over the basic formatting rules for each style, including document layout (e.g., title page, headers, spacing), in-text citation format, and how sources are listed on the Works Cited or References page.

3. Create small groups of 2-4 students (5 minutes)

Assign or allow students to self-select into small groups. Each group should make a copy of the [Activity 3 Handout](#).

4. MLA Analysis Discussion (10 minutes)

Provide each group with an MLA-formatted sample paper (printed or digital). Ask them to identify and discuss the key formatting features they notice. Use prompts like:

- a. "What tells you this is MLA?"
- b. "What do you think MLA is trying to emphasize in its formatting?"

5. MLA-to-APA Reformatting (20 minutes)

Still working collaboratively, groups now convert the MLA paper to APA format. They will:

- a. Replace the MLA header with an APA title page.
- b. Update all in-text citations to include author + year format.
- c. Reformat the Works Cited page into a References page, adjusting titles, dates, and indentation.
- d. Adjust font, spacing, or section headers as needed.

They should talk through their choices aloud—making sure to discuss the details of what changes between MLA and APA format with each other.

6. Group Share Outs (10 minutes)

Each group briefly shares one change they found most surprising or important. Prompt reflection using the discussion prompts below.

Discussion Prompts

- What were the most noticeable formatting differences between MLA and APA?
 - Were there any differences that surprised you?
- How do MLA and APA each structure citations differently (in-text and on the reference page)?
- Why do you think the APA format emphasizes the year of publication so heavily?
- What do you think the purpose is behind the different formatting rules in each style?
- After doing this activity, what questions do you still have about MLA or APA formatting?
- What resources would you turn to if you needed to double-check a formatting rule in the future?

Debrief

After the activity, discuss with students the major formatting shifts they made when converting from MLA to APA. Emphasize the importance of being able to adapt to different citation styles depending on the academic context. Reinforce that attention to detail in formatting supports both clarity and academic credibility.

Assignments & Discussions

 [Module 11 Assignment: Incorporating and Documenting Sources](#)

 [Module 11 Discussion: Academic Honesty](#)

 [Module 11 Assignment: AI-Assisted Citation Creation](#)



[Module 11 Discussion: AI Ethics](#)