

Quarter 4 Week 4 Assignment Sheet

Writing 8

Ms. Sandlin

Middle School Writing

4/23/24

Instructions: After completing/working on each day's assignment include a parent initial signature below.

<b>Day One/Tuesday:</b>
<ul style="list-style-type: none"><li>- Complete the MLA handout. Reference the Internet if helpful.</li></ul> Parent Initial: _____
<b>Day One/Wednesday:</b>
<ul style="list-style-type: none"><li>- After reviewing the revision checklist your partner completed on your paper, edit the following:<ul style="list-style-type: none"><li>- MLA formatting (headers, spacing, indent, font, etc.)</li><li>- Add any missing paragraphs</li><li>- Insert/adjust quotation formatting. Highlight all quotes.</li><li>- Increase clarity (improve hook, improve diction of five words [underline]).</li><li>- Clarify pronouns and antecedents</li></ul></li></ul> Parent Initial: _____
<b>Day Two/Thursday:</b>
<ul style="list-style-type: none"><li>- Adjust Works Cited page.</li><li>- Complete any remaining adjustments/corrections on your submitted essay. Verify that the essay (besides author background) is written in the present tense.<ul style="list-style-type: none"><li>- Insert a minimum of three <u>transition words</u> throughout your essay. Underline each transition word.</li><li>- Adjust sentences so that you have at least one sentence that starts with a verb, one sentence that starts with an adjective, one sentence that begins with an adverb, and one sentence that begins with a preposition. <b>Highlight</b> these word starters in your final draft.</li><li>- Check/correct spelling.</li><li>- Improve conclusion.</li><li>- Submit your draft corrections on Google Classroom.</li></ul></li></ul> Parent Initial: _____
<b>Day Three/Friday:</b>
<ul style="list-style-type: none"><li>- Read the provided argument. Highlight the main idea/thesis in the argument in one color.</li><li>- Highlight a minimum of three reasons presented in the article that support the author's opinion/thesis. (Use a different color highlighter than the main idea.)</li></ul>

- Using a third color, highlight evidence that the author provided for each reason for their thesis. (Example: **Thesis:** Students learn better working independently. **1)** They learn better working independently because they avoid distractions. **2)** They learn better independently because they are forced to do more research/be more independent. **3)** Students learn better individually because they are able to activate more creativity that could be stifled in a group. [Highlight pieces of evidence referenced for each reason in the article.]

Parent Initial: \_\_\_\_\_

**Day Four/Monday:**

- Read the Integrating Sources handout.
- Based on the reading, complete exercises on pages 5, 8.

Parent Initial: \_\_\_\_\_

The weekly schedule has been broken down to maximize parent and student success. Parents: please oversee that student work is at individual/grade-level standard. Please sign below after checking students' daily work.

*I have looked over each day's assigned work and verify its quality and completion.*

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Questions? Contact Ms. Sandlin  
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(509) 379-6846

1. What does MLA stand for? \_\_\_\_\_

2. Proper MLA citations do four things:

1. Help curious readers retrace your research steps.
2. Help you build \_\_\_\_\_ and be more likely to win your argument.
3. Give \_\_\_\_\_ to the people who've done the work you want to talk about.
4. Allow you to avoid a charge of \_\_\_\_\_.

3. In-text citations are also sometimes called \_\_\_\_\_

4. What needs to be cited in your essay?

5. In an essay packet, where is the works cited page located?

6. Is this in-text citation correctly formatted? Why or why not? "I like girls, girls, girls, girls, girls, girls, girls." (Bieber, p. 185).

7. If you use a signal phrase in the sentence, does the author's name still need to be included in the in-text citation? Yes No

8. Will every works cited entry have all nine core elements? Yes No

9. For works cited entries, how is an author's name listed?

10. Give two examples of a source:

11. Give two examples of a container:

12. Should you include the full url for web resources? Why or why not?

13. Which of the nine core elements of a works cited entry end with a period?

14. Would the title of a song be italicized or placed in quotation marks? Why?

15. You want to use a full article about Albert Einstein found on pages 26 to 31 of Discover Magazine, which is produced by Kalmbach Publishing. This particular edition of the magazine was published in June 2016 and is labeled as Vol. 37, No. 5. The article, All in His Head, was written by Andy Berger. Build the works cited entry:

16. What's the recommended font style and size for formal essay writing?

17. If you get stuck figuring out how to cite something, what should you do?

MLA

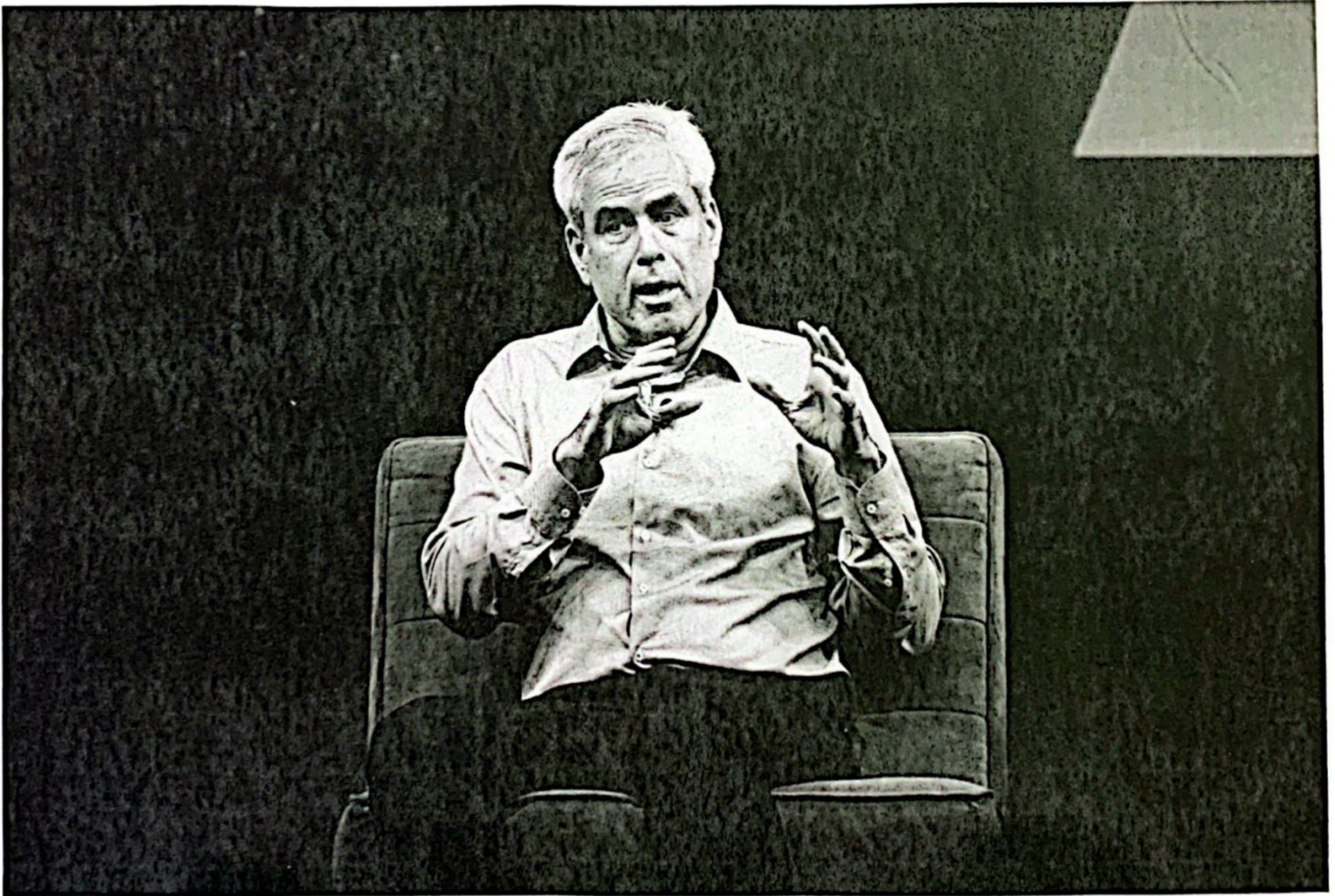
## GUIDED NOTES

As we work through the lecture, fill in the answers

- 1 Author.
- 2 Title of Source.
- 3 Title of Container,
- 4 Contributor,
- 5 Version,
- 6 Number,
- 7 Publisher,
- 8 Publication Date,
- 9 Location.

## A new book has amplified fierce debate around teens, mental health and smartphones

Jonathan Haidt's new book has added fuel to a heated online debate over whether smartphones and social media are "rewiring" the childhood experience.



— Author Jonathan Haidt speaks in New York in 2022.

Roy Rochlin / Getty Images for Unfinished Live

April 3, 2024, 4:08 PM PDT

**By Angela Yang**

A new book has embroiled the academic community in a heated debate over whether spending time on smartphones affects young people's mental health and, if so, how.

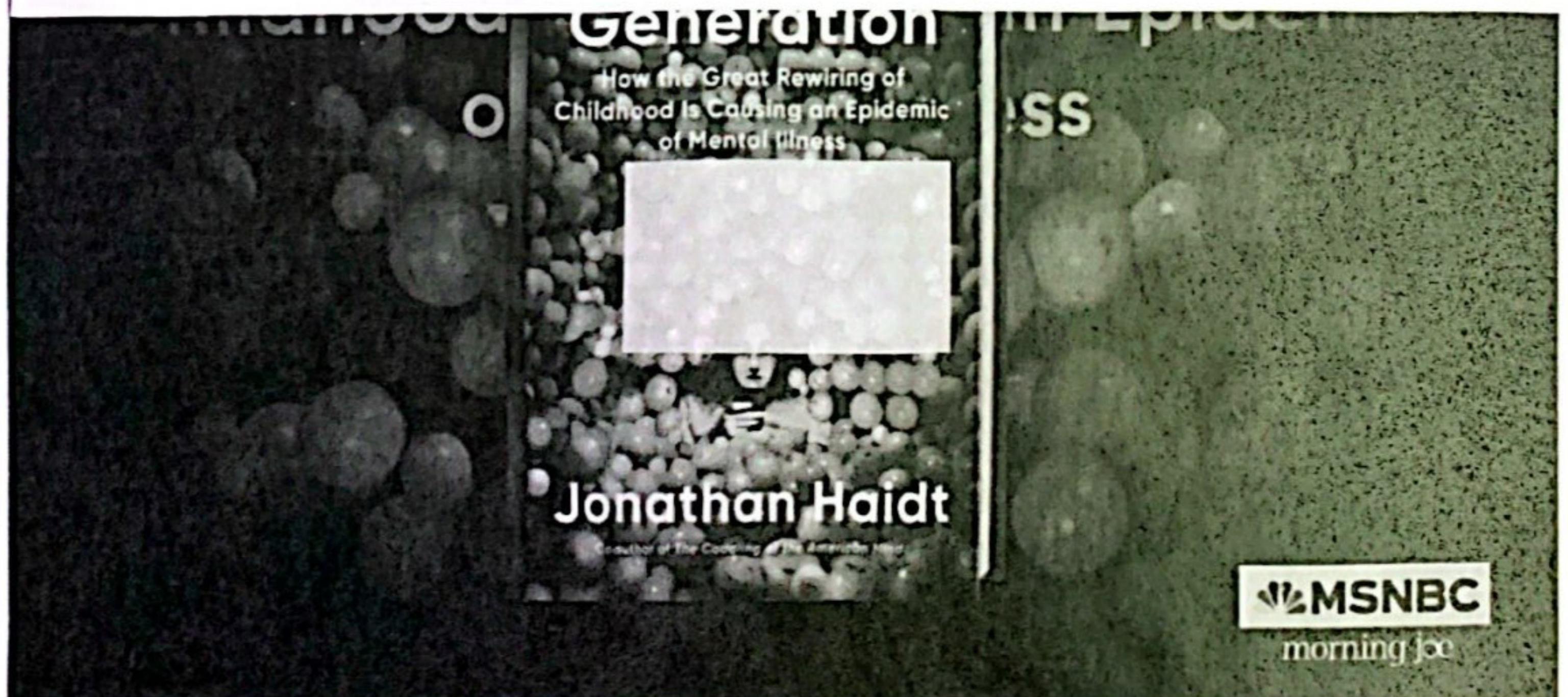
Social psychologist Jonathan Haidt's "The Anxious Generation," published last week, argues that the smartphone-driven "great rewiring of childhood" is causing an "epidemic of mental illness." He suggests four ways to combat this: no smartphones before high school, no social media before age 16, no phones in schools; and prioritizing real-world play and independence.

"I call smartphones 'experience blockers,' because once you give the phone to a child, it's going to take up every moment that is not nailed down to something else," Haidt told TODAY.com, adding, "It's basically the loss of childhood in the real world."

Phones and social media have become a ubiquitous part of everyday life. But as much as researchers study their impact, there remains no easy answer to how exactly these technologies affect the mental health of kids and teens.

**How a phone-based childhood is having disastrous effects**

06:24



Haidt's book quickly has generated a wave of both support and backlash, including a viral review in the scientific journal *Nature* that argues Haidt is contributing to a "rising hysteria" around social media and screen time that's unproductive in addressing the "real causes" of teen depression and anxiety.

"We have a generation in crisis and in desperate need of the best of what science and evidence-based solutions can offer," psychologist Candice Odgers wrote in her scathing review. "Unfortunately, our time is being spent telling stories that are unsupported by research and that do little to support young people who need, and deserve, more."

Over the past decade, scholars and politicians have grown increasingly concerned about the potential impact of social media and screen time on young people. A Senate hearing in January grilled the CEOs of several major social media companies on a variety of topics related to child safety, including their platforms' impacts on youth mental health.

Also in January, California introduced a bill aimed at protecting children from social media addiction. And last week, Florida Gov. Ron DeSantis signed into law a ban on children under 14 joining social media, which takes effect next January.

Research linking social media use to poor youth mental health led U.S. Surgeon General Vivek Murthy to issue an advisory last year warning of social media's potential harms to child and adolescent well-being. Up to 95% of youth ages 13 to 17 say they use social media, according to the report, with more than one-third saying they use it "almost constantly."

Some academics and scientists remain unconvinced that current evidence shows a causal link between social media and poor mental health.

Christopher Ferguson, a psychology professor at Stetson University, said he believes the concern is part of a recurring moral panic largely driven by older adults.

He pointed to a cyclical pattern in which disruptive new technologies – from TV to video games to, more recently, generative AI – almost always undergo periods of uproar over their potential harms. He said the buildup of concern around smartphones started slower than most, only taking significant shape in the late 2010s.

But the toothpaste can't be squeezed back into the tube. The kids who are on smartphones and social media now will be using those technologies well into old age, Ferguson said, and it'll be their turn to "freak out" once a new, unfamiliar technology threatens to displace their habits.

## Recommended

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"I just think this is how it is now. It's just a matter of getting used to that," Ferguson said. "For some reason, society always wants to throw a temper tantrum when a new thing comes along. And eventually, like all temper tantrums, they go away."

But researcher Jean Twenge, author of "Generations" and "iGen," said there's a "reasonably robust" consensus among academics that smartphones and social media are at least partially linked to the rise in teen depression, self harm and loneliness.

She said she believes the pushback comes from a smaller group of academics whose arguments imply that screen time and social media are harmless. Unlike Ferguson, Twenge said she believes the skepticism around them will continue to grow over time.

“The critics in this area need to answer one important question,” said Twenge, a psychology professor at San Diego State University. “If smartphones and social media are not behind the increase in teen depression, what is? Because over and over, the answers that they have given have not been supportable.”

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**Ninety percent of this debate is basically just back-and-forths about different studies that are subtly designed differently and create totally different results.**

-JOSEPH BAK-COLEMAN, AN ASSOCIATE RESEARCH SCIENTIST AT THE COLUMBIA SCHOOL OF JOURNALISM

Joseph Bak-Coleman, an associate research scientist at the Columbia School of Journalism who studies collective decision-making, said part of why the effects of phone and social media use are so difficult to study is because research subjects cannot be fully isolated from the impact of these technologies.

This leads to conflicting research results, he said, as even individuals who eschew social media and smartphones still live within networks of people who do use them – and in a world already shaped by them.

As Bak-Coleman puts it: “Ninety percent of this debate is basically just back-and-forths about different studies that are subtly designed differently and create totally different results. And then everyone fights.”



While social platforms and regulators have an obligation to figure out how to protect children and teens, he suspects any restrictive protections would be a “nightmare” to enforce. Measures such as removing access to phones entirely could cause different troubles in a world where kids rely on cellphones to contact their parents, he said, and where many aspects of life now take place in the digital realm.

And because the average effects of social media use might also look different from the effects on those who are most at risk for certain harms, Bak-Coleman said it could be more worthwhile to hone in on specific concerns instead of trying to identify a broad trend in how phones impact mental health.

“Rather than asking, is it a net negative or positive, which is an absurd discussion,” he said, “it’d be much nicer if we could ask: What are the impacts? To who? And which thing does it, and how can you change it?”



Angela Yang

Angela Yang is a culture and trends reporter for NBC News.

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# *What, Why, and How?*

**10**

## **INTEGRATING SOURCES:**

### **Plagiarism:**

- \* Definition and repercussions
- \* Honesty Pledge

### **Quoting and Paraphrasing**

#### **Smoothly Integrating Quotations**

- \* Never drop quotes
- \* Connect quotes to introductory phrases
- \* Follow quotes with an explanation of their significance
- \* Properly cite and punctuate quotes

### **Researching:**

- \* Evaluating outside sources
- \* Search strategies

# WHAT IS PLAGIARISM?

While some cultures may not insist so heavily on documenting sources of words, ideas, images, sounds, etc., American culture does. To be fair and ethical, you must always acknowledge your debt to the writers of the sources you use. Uncredited use (both intentional and unintentional) of somebody else's words or ideas is plagiarism, which is a serious academic offense.

## The following acts are considered plagiarism:

- (1) Copying words or ideas from someone else without giving credit
- (2) Failing to enclose borrowed language in quotation marks
- (3) Changing words but using the sentence structure of a source
- (4) Mixing an author's phrases with your own without citation or quotes
- (5) Turning in someone else's work as your own

# WHY IS PLAGIARISM BAD?

- Plagiarism is stealing and stealing is illegal. We all know that stealing physical property is a criminal offense but you should also know that stealing intellectual property, which is protected under copyright law, is also a criminal offense.
- You can't strengthen your own writing skills (skills necessary to be successful in college, the workplace, and life) if you are submitting the work of someone else and not doing the work yourself.
- You lose the trust and goodwill of your instructor.
- You lose your own satisfaction and self-pride that comes from earned accomplishments.

# WHAT WILL HAPPEN IF I PLAGIARIZE?

- You will receive a failing grade of "F" on the plagiarized assignment.
- Your name can be submitted to the dean to be added to a list of students who have been guilty of plagiarizing, and this list can be shared with your current and future instructors.
- You may be referred to the College Disciplinarian for further sanctions which range from a warning to expulsion from Skyline College.

# WHAT IS QUOTING AND PARAPHRASING?

When you are asked to write about or analyze text(s), you will use quotes and paraphrases from them. What is the difference between quoting and paraphrasing?

- **Quoting:** Is using the direct language from another person either in full sentences or groups of words and putting the borrowed language between quotation marks.
- **Paraphrasing:** Is putting the ideas or arguments of another person entirely into your own words.

## WHY QUOTE VERSUS PARAPHRASE?

Before you use a quotation, decide if you can use your own words (paraphrase) to express the author's ideas. If you include too many quotations, readers form the impression that you cannot think for yourself. However, in text-based writing, you will want to include some quotes so you keep your analysis of the text central to your discussion.

### Use quotations when...

- **the original language is as important as the ideas it contains**, that is, when the author's words are so articulate or expressive that they deserve to be preserved.
- **the original language is concise** and a paraphrase would be too wordy.
- **the original language is from an established authority** who could lend extra credibility to your claims.
- **the original language itself is the object of analysis**, a situation that happens most commonly when writing about literature.

## HOW DO I PROPERLY QUOTE AND PARAPHRASE?

- **When you quote**, you want to enclose all borrowed language between quotation marks and then provide an in-text citation that cites the source. In MLA formatting, the in-text citation generally includes the author's last name and the page number in parenthesis after the quote (Garcia 21). See Chapter 5: MLA Conventions for more detail.
- **When you paraphrase**, you are deciding that an author's ideas but not his/hers exact words are important to your point. A paraphrase should not change the ideas but it can eliminate or change words, often in order to condense a long sentence that contains details unnecessary to your point. Even though you are not quoting, you still need to credit the source you are paraphrasing by making it clear in the context of your discussion or by citing it as you would a quote.



# EXAMPLE

## Quoting and Paraphrasing

**Original:** The solidarity that characterizes communities does not mean, however, that all is unity and harmony within. Many commentators err, I think, by insisting that absence of conflict, like the family conflict we all know, is real, though it differs from, say, market competition, in being mediated by emotional bonds. (from "The Meanings of Community" by Thomas Bender, page 67.)

**Quote:** According to Bender, "The solidarity that characterizes communities does not mean, however, that all is unity and harmony within" (67).

**Paraphrase:** While some people believe a lack of conflict characterizes community, Bender asserts that some communities may have and need conflict.

**Partial Paraphrase:** Unlike other forms of conflict, though, Bender believes that family conflict is "mediated by emotional bonds" (67).

# PRACTICE

In writing you will use a mixture of direct quotations, paraphrases and partial paraphrases. Using the original quotations below, create one of each type:

**Quote 1:** "In my teaching I never concealed my political views: my detestation of war and militarism, my anger at racial inequality, my belief in a democratic socialism, in a rational and just distribution of the world's wealth. I made clear my abhorrence of any kind of bullying, whether by powerful nations over weaker ones, governments over their citizens, employers over employees, or by anyone on the Right or Left, who thinks they have a monopoly on the truth." (from Howard Zinn's book *You Can't Be Neutral on a Moving Train*, page 7).

Quote:

Paraphrase:

Partial Paraphrase:

**Quote 2:** "The eye-for-an-eye philosophy, the impulse to defend oneself when attacked, has always been held as the highest measure of American manhood. We are a nation that worships the frontier tradition, and our heroes are those who champion justice through violent retaliation against injustice. It is not simple to adopt the credo that moral force has as much strength and virtue as the capacity to return a physical blow; or that to refrain from hitting back requires more will and bravery than the automatic reflexes of defense." (from Martin Luther King's book *Why We Can't Wait*, page 24).

Quote:

Paraphrase:

Partial Paraphrase:

## II. Connect quotes to phrases that introduce them.

Here are a few approaches for creating introductory phrases for quotes:

### 1) Identify the speaker and context of the quote

Example: Dee protests to her mother that her sister does not know the true value of the quilts, "Maggie can't appreciate these quilts! She'd probably be backward enough to put them to everyday use" (Walker 490).

### 2) Lead in with your own idea

Example: Miss Emily Grierson's house is a reflection of her being out of sync with the times: "But garages and cotton gins had encroached and obliterated even the august names of that neighborhood; only Miss Emily's house was left, lifting its stubborn and coquettish decay above the cotton wagons and gasoline pumps—an eyesore among eyesores" (Faulkner 459).

### 3) Formulas

- In (title of source), (author) writes/ argues/ explains/ describes, "quote" (#).

Example: In I Know Why the Caged Bird Sings, Maya Angelou writes, "In Stamps the segregation was so complete that most Black children didn't really absolutely know what whites looked like" (20).

- According to (author) in (title), "quote" (#).

To avoid monotony, try to vary your formulas. The following models suggest a range of possibilities:

In the words of researcher Herbert Terrace, "..."

Jason Applegate, Smith's trainer, points out, "..."

"...", claims linguist Noam Chomsky.

Psychologist H.S. Terrace offers an odd argument for this view, "..."

Also, by choosing an **appropriate verb**, you can make your stance clear and the description more alive and engaging:

acknowledges	condemns	distinguishes	observes	thinks
adds	confirms	emphasizes	objects	writes
admits	contends	endorses	points out	wonders
agrees	contrasts	explains	reasons	
argues	criticizes	grants	refutes	
asserts	declares	identifies	rejects	
believes	defends	illustrates	reports	
characterizes	demonstrates	implies	responds	
claims	denies	insists	shows	
comments	describes	justifies	suggests	
compares	disputes	notes	supports	

# PRACTICE

## Integrating Quotes using introductory Phrases:

For each quote below, create a sentence that smoothly integrates the quote. Try a few different methods:

### Method #1: Identify the speaker and context of the quote:

**Quote:** "On this island, you walk too far and people speak a different language. Their own words reveal who belongs on what side"

**Background information:** From *The Farming of Bones* by Edwidge Danticat, the speaker is Senora Valencia, page 304. Senora Valencia is referring to the island of Hispanola, which the countries of Haiti and the Dominican Republic share. She is speaking during the times that the dictator Trujillo had many Haitians murdered in and exiled from the Dominican Republic.

**Quote integrated into a sentence:**

### Method #2: Lead in with your own idea:

**Quote:** "They did not have the tanates to go up north and break through the wall of electric fences and enter the land of plenty, the U.S. of A., a land so rich that what garbage they throw away in one day could feed entire pueblos."

**Background information:** From *Macho!* By Victor Villasenor, page 31. The book tells the story of a young man named Roberto from Michoacán who risks himself to go north to California to work as an illegal alien picking fruit in California.

**Quote integrated into a sentence:**

### Method #3: Formula (try using a good and dynamic verb):

**Quote:** "Racial targeting and abuse by police is costly. U.S. taxpayers have paid tens of millions of dollars in police brutality lawsuits. Between 1992 and 1993, Los Angeles county alone paid more than \$30 million to citizens victimized by police brutality."

**Background information:** From *The Color of Crime* by Katheryn K. Russell, page 45 who writes about the ways in which African-Americans are misrepresented by the media and mistreated within the criminal system.

**Quote integrated into a sentence:**

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## IV. Properly cite and punctuate quotes.

Properly cite all quotes and put all borrowed words inside quotation marks.

How to do in-text citations is covered more thoroughly in Chapter 5: MLA Conventions, but here is a quick reminder of the basic MLA in-text citation format:

You have two options when you cite your sources within the text of your paper:

**FIRST:** Provide the author's name and the page number on which you found the material you are citing:

Example: Forecasters agree that El Niño has "made for an unusual year" (Sampson 91).

**SECOND:** Provide author's name in text of your sentence and include only page number after the sentence.

Example: Forecasters from across the country agree with John Sampson's statement that El Niño has "made for an unusual year" (91).

**Note:** Do not use commas, p., pgs., or any other such notation in the citation.

### Properly punctuate sentences that integrate quotes.

(1) Use **quotation marks** at the beginning and end of any word, phrase, line, or passage you quote.

"A foolish consistency is the hobgoblin of little minds," wrote Ralph Waldo Emerson.

(2) **Commas and periods** go inside quotation marks.

After the professor stood up quietly and said, "I do not expect to continue at this position any longer," the other professors at the meeting stared at her in amazement.

(3) **Periods** go outside of parenthetical citations.

Malcolm X asserted, "Most students are potential revolutionaries...when you have an illegal, immoral, and unjust situation, it should be changed" (54).

(4) **Semi-colons, colons, and dashes** go outside quotation marks.

Baker focuses on two choices that cause young women "to be unclear about their goals": their interest in family life and their desire for professional success.

(5) **Question marks and exclamation points** go inside quotation marks, if they are part of the original quotation, but outside, if they are part of the sentence.

It was not all clear however, after the president exclaimed, "That is not an acceptable alternative!" Did you ever hear of someone suggesting that we remove all windmills "super fast or immediately, whichever comes first"?

(6) Use **square brackets** whenever you need to substitute or add words to a quotation. You can change individual words and then put them in brackets [ ] so that the quote fits your sentence grammatically.

Sonny would "as soon as he came in from school, or wherever he had been when he was suppose to be at school [go] straight to that piano and [stay] there until suppertime" (Baldwin 275).