



Animal Production

Handout 4

Note Making Sheets

Appendix 9A

Tips for Note Taking and Avoiding Plagiarism

You must take accurate, informative, point-form notes before writing the rough draft of your essay or report.

As you read and take notes, you analyse and organize the information in your sources. Using a system for taking notes helps simplify the process and later makes writing your essay easier. Generally, you will be making three kinds of notes:

Summarising

When you summarize you condense ideas, details, and supporting arguments in point form using your own words. Summarizing is useful for recording facts, statistics, and background material.

Paraphrasing

When you paraphrase, you take the author's idea, select what is pertinent, and restate it in your own words and sentence structure. Make sure you keep the author's meaning.

Direct quotations

When you use a direct quotation, you copy the material directly from your source because it is **important to use the author's words directly. Make sure you copy the material carefully.**

Avoiding Plagiarism

Plagiarism, which comes from the Latin word for "kidnapper", is the act of using or passing off someone else's ideas or words as your own. It is a serious and punishable offence. Students who plagiarize may expect a mark of zero and individual schools may also impose other serious consequences. It is important for students to realize that researched information, which is paraphrased or quoted directly, must be acknowledged in the essay.

Factual material such as statistics must also be acknowledged even if you have summarized rather than paraphrased or quoted. Common knowledge such as dates, simple definitions, or commonly known observations do not need to be acknowledged.

Using embedded citations along with a Works Cited List, allowing the reader to easily determine from where material has been taken, does credit your sources. If you are not sure whether or not material needs to be acknowledged, always ask for clarification from your facilitator or librarian.

Systems for taking notes

Using a system for taking notes helps simplify the research process, helps avoid plagiarism, and later makes writing the essay easier. There are a number of methods that can be used. Choose the method that works best for you.

Handwritten Notes on Note Making Sheets

- Use the sheets shown in this booklet. The upper portion identifies information that must be recorded for citation information. Make sure you fill in this part!
- Use chapter headings, topic headings and subheadings to separate information.
- Summarize information in point form, using your own words whenever possible.
- Be sure to include page numbers, and to put quotation marks around direct quotations.

Handwritten Notes on Index Cards

- Initially, prepare an index card for each source, identifying the title, author, publisher, date, city of publication and any other pertinent information.
- Assign this card a number or **use the author's name when making up the note cards from that particular resource.**
- As you read each book or article, record each point of information on a separate index card, grouping the cards together according to topic. Be sure to include page numbers, and to put **quotation marks around direct quotations. Put the author's name or the assigned number in the corner of each card for citation purposes.**
- As you work you can assign a brief heading to each note card to help you organize your notes.

Handwritten Notes Using the "5 R Method"

- **Use the sheet titled "5R Page for Recording Information". Fill in the upper portion, which is necessary for completing your Works Cited List.**
- As you read each book or article, make point form notes of the important ideas and write **them in the "Record" column.** Use your own words whenever possible, include page numbers, and put quotation marks around direct quotations.
- **While recording information, also jot down in the "Relate" column any connected ideas or information that you already know about this topic.**
- Think of movies, TV programs, personal experience, books read or people that are related to the topic. This is one way of enriching and personalizing your work.
- At the end of recording your notes, reduce the information to three to five main ideas and **write them in the "Reduce" column. These ideas may eventually become the paragraph or section headings of your essay.**

- Finally, think about the theme or thesis of the book or article and write it down in your own words in the “Reflect” column. This may become the main thesis of your final product or one of the main arguments to support your thesis.

Notes Word Processed on a Computer

- Type the title, author, publisher, date, city of publication and any other pertinent information for each resource.
- Record information in point form just as you would write it. by hand including page numbers and quotation marks. Leave several lines between facts or points so that you can easily move

<p>USEFUL WEBSITES FOR MAKING NOTES AND AVOIDING PLAGIARISM</p> <p>How Not to Plagiarize http://utl2.library.utoronto.ca/www/writing/plagsep.html</p> <p>Taking Notes from Research Reading http://utl2t.library.utoronto.ca/www/writingnotes.html</p> <p>Quoting, Paraphrasing, and Summarizing http://owl.english.purdue.edu/Files/31..html</p>
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Print Reference Material

Name: _____ Course: _____ Date: _____

Topic / Subtopic: _____

Author: _____

Title of the Article: _____

Title of reference material: _____

Format: _____

Place of publication: _____ Publisher: _____

Date of Publication: _____ Volume #: _____ Pages: _____

Type: _____

Page numbers

Point from notes and quotations

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Book

Name: _____ Course: _____ Date: _____

Topic / Subtopic: _____

Author(s) / Editor(s): _____

Title: _____

Place of publication: _____ Publisher: _____

Date of Publication: _____ Source library: _____

Page numbers

Point from notes and quotations

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**Periodical Article:
Accessed via Print, CD or Internet**

Name: _____ Course: _____ Date: _____

Topic / Subtopic: _____

Topic / Subtopic: _____

Author(s): _____

Title of article: _____

Title of periodical: _____

How was it accessed: _____

Date of Publication: _____ Pages: _____ Website add: _____

Page numbers

Point from notes and quotations

Other Materials: Audiotape, videos, interviews

Name: _____ Course: _____ Date: _____

Topic / Subtopic: _____

Title: _____

Format: _____

Director: _____

Producer / Distributor: _____

Date: _____ Source: _____

Page numbers

Point from notes and quotations

Reference Material

Name: _____ Course: _____ Date: _____

Topic / Subtopic: _____

Author: Lickens, Gene E

Title of the Article: Acid Rain

Title of reference material: The World Book Encyclopaedia

Format: _____

Place of publication: Chicago Publisher: World Book

Date of Publication: 1998 Volume #: 1 Pages: 27

Source library: G.S.H.A Library

Page numbers

Point from notes and quotations

Summarizing:
 - article outlines the causes, effects, occurrence and treatment of acid rain

Paraphrasing:
Causes: cars, factories, power plants give off chemical compounds such as sulphur dioxide & nitrogen oxides into the air to form sulphuric acid & nitric acid
 - these acids pollute rain, snow, sleet etc. to produce acid rain
 - some acidic gases & particles fall to earth when it is not raining

Effects: - pollution of lakes, rivers, etc. killing fish and wildlife
 - damage to buildings, vegetation and soil

Occurrence: - eastern N. America, northwestern & central Europe, parts of Asia
 - worse since 1950's (taller smoke stacks)

Treatment: - devices are available to remove sulphur & nitrogen compounds from factory smoke
 - lime may be added to lakes to neutralize the acids (this treatment does not last and may have harmful side effects)

Quoting: "Scientists use the term acid deposition to refer to both wet and dry acid pollution that falls to the earth"

"5 R" for Recording Information

Appendix 9G

5R 1 - Read 2 - Record 3 - Relate 4 - Reduce 5 - Reflect		
1 - Read Title: _____ Author: _____ Pages: _____ Date of publication: _____ Publisher: _____		
4 - Reduce to main points maybe possible headings	2 - Record Point from notes taken from reference material	3 - Relate make connections to your topic and other notes
5 - Reflect How can the information gained be used? How do you feel about the information?		

INDEPENDENT STUDY CONFERENCE NOTES

Section A: To be completed by the learner before conferencing.

Name: _____ Date: _____

Topic _____

Thesis (if it is required): _____

Outline of essay or report:

Resources used:

Questions for your facilitator:

Section B: To be completed by the facilitator.

Comments: _____

Section C:

Plans for the future:

Next conference date: _____

Many word processing programs have outlining features to help you

Report:

INTRODUCTION:

I Main point

 A Sub point

 B Sub point

 C Sub point

II Main point

 A Sub point

 B Sub point

 C Sub point

III Main point

 A Sub point

 B Sub point

 C Sub point

CONCLUSION:

NOTE:

Research Essays and Reports are not limited to three main points

Research Essay:

THESIS:

I Main point

 A Sub point

 B Sub point

 C Sub point

II Main point

 A Sub point

 B Sub point

 C Sub point

III Main point

 A Sub point

 B Sub point

 C Sub point

CONCLUSION:

WHY?

1. CHECK THE CONTENT.

Ensure that you have met the requirements of the assignment, your thesis (purpose) and your outline.

2. CHECK THE MECHANICS (PROOFREADING).

Ensure proper spelling, grammar, punctuation and style.

HOW?

1. Read your draft at least twice, once aloud.
2. Read your paper into a tape recorder. Listen. Does it make sense?
3. Have another person edit your work, checking co.

WHAT TO LOOK FOR

The draft flows smoothly.

It makes sense.

The introduction includes at least a thesis or clear statement of purpose.

The parts of the draft are in the most effective order.

The first sentence of each important paragraph refers to the thesis in some way.

Each paragraph begins with a link to the previous paragraph.

Use transitional expressions such as "...However, in addition...", etc.

Each paragraph includes a clear topic sentence.

Each paragraph is long enough to develop its topic.

Sentences vary in length and structure.

The draft has a strong conclusion.

Spelling, capitalization, grammar and punctuation are correct.

ADD A TITLE

It should reflect your thesis.

The Global Threat of Acid Rain

by

Violet Ntibane

Unit Std 8979

SBV Midrand

16 October 2004

Because you are borrowing the words, facts, or ideas of others when you do research, you must tell readers that you borrowed the material and from where you have borrowed it in order to avoid plagiarism.

To make your use of borrowed material honest rather than plagiarized, you must acknowledge this material in **citations** within your essay and with a list of your sources on a separate page at the end.

You must document everything you use in your essay, not only direct quotations and paraphrases, but also opinions and ideas.

Facilitators require special documentation styles or formats in their learner's essays.

In the past, this has meant using either numbered footnotes at the bottom of each page or numbered endnotes at the end of the essay, followed by a bibliography listing all sources.

Footnotes and endnotes have been replaced with the more modern technique of using **embedded citations** within the text of the essay.

These citations are placed at the end of a quotation or paraphrased sentence and are placed in parentheses.

An embedded citation serves two purposes.

The citation tells readers that the material is borrowed, and it refers readers to more detailed information about the source so that they can locate it. The older term "Bibliography" has been replaced by "Works Cited" or "References" because sources now usually include electronic and visual material as well as print sources. The two documentation styles which are used most often are:

- **Modern Language Association (MLA)** which is used for English, history, the arts, and foreign languages.

This style gives authors' names and page

numbers for citations which are embedded in the essay, and then a **Works Cited List**, containing full bibliographic information at the end of the essay.

• **American Psychological Association (APA)** which is used for science, and mathematics. This style gives authors' names, publication dates, and page numbers for citations which are embedded in the essay, and then a **References** list, which includes full bibliographic information at the end of the essay.

Caution: The MLA style is quite different from that of the APA style. This booklet will use MLA style for examples of embedded citations and for examples to use in setting up a Works Cited List.

If your facilitator wants you to use APA style, consult the print and web resources listed at the end of this section for examples of APA citations and References Lists.

The author's last name and the page number from which the quotation, paraphrase or idea is taken must appear in the text and a complete reference should appear in your Works Cited list. The author's name may appear either in the sentence itself or in parentheses following the quotation, but the page number should always appear in the parentheses.

Example:

Direct Quotation - One Author

Some argue that "a dream is the fulfilment of a wish" (Freud 154).

Freud states that "a dream is the fulfilment of a wish" (154).

Example: Paraphrase of Author's Idea - One Author

The historian, Crane Brinton, believes that the French and Russian revolutions had similar causes, (Brinton 155)

Format: If you are using several books by the same author, add an abbreviation of the title so that the reader knows which source you have used.

Direct Quotation - More Than One Work by the Same Author

"There is room enough in anyone's backbone for too much duplicity. (Laurence, Jest 182)

Format: Place quotations longer than four lines in a block of lines and omit the quotation marks. Start the quotation on a new line, making sure you indent. Your citation should come after the closing punctuation mark.

Long quotation

Ralph and the other boys finally realize the horror of their actions: The tears began to flow and sobs shook him. He gave himself up to the first time on the island; great shuddering spasms of grief began to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other boys began to shake and sob too. (Golding 186)

Format: When quoting from plays, cite the act, scene, and line numbers for Shakespeare's plays, and the page number, act and scene (if any) for other plays.

Direct Quotation - Play by Shakespeare

Later in King Lear Shakespeare has the disguised Edgar say, "The prince of darkness is a gentleman" (3.4.147)

Direct Quotation - Play

In *Death of a Salesman*, Linda defends Willie Loman by stating: He's not the finest character that ever lived. But he's a human being, and a terrible thing is happening to him. So, attention must be paid. He's not allowed to fall into his grave like an old dog. Attention, attention must finally be paid to such a person. (Miller 56; act 1)