



**Welcome to EDUC 642: Coaching in
Literacy Education!
Zucker Family School of Education**

Fall 2017

Instructor: Dr. Britnie Delinger Kane	
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Office: <i>Capers Hall 332D (on floor plan map, it's 322D. We love old buildings.)</i>	Class Location: <i>Capers Hall, 302</i>
Office Hours: <i>Immediately after class or by appointment</i>	

PREREQUISITES

Twelve hours of literacy coursework or permission of the Professor

REQUIRED TEXTBOOKS

- Toll, C. A. (2005). *The Literacy Coach's Survival Guide*. Newark, DE: International Reading Association.
- LiveText Software (www.livetext.com)

STUDENT INFORMATION

This course is part of the M.Ed. in Literacy Education program leading to certification as literacy teacher and literacy coach for qualified graduates.

COURSE DESCRIPTION

EDUC 642 will support participants to investigate research on teachers' professional learning, the role of literacy coaches within districts and schools, as well as what literacy coaches need to know and be able to do in order to support teachers' professional learning about literacy and high quality literacy instruction. In addition, course participants will enact one-on-one and group activities common to literacy coaching, such as modeling or co-teaching lessons with an individual teacher, or providing professional development, co-planning, or analyzing student work with a group of teachers.

COURSE OBJECTIVES

Through completion of course readings, discussions, and activities, the candidate will have opportunities to:

- Understand how the history of teaching as a profession has influenced teachers' opportunities for professional learning.

- Use a theoretical understanding of teachers' learning to think about high quality literacy instruction—across a number of grade levels and content areas—in terms of goals for teachers' learning.
- Outline a provisional developmental trajectory through which teachers might travel as they work toward common goals for teachers to improve their literacy instruction.
- With input from teachers (and principals, where necessary), create a plan for supporting teachers' professional learning. Understand how to adjust and negotiate this plan in light of insights from principals and teachers.
- Engage a selected teacher in a research-recommended, one-on-one coaching activity (i.e., modeling, co-teaching, the coaching cycle). Reflect upon this work and create goals self-improvement.
- Engage a selected group of teachers in a research-recommended group coaching activity (i.e., school-based professional development, collaborative co-planning, analysis of classroom video, analysis of student work, or lesson study). Reflect upon this work and make suggestions for self-improvement.

CONCEPTUAL BASE

Developing Principled Educational Leaders for P-20 Schools - The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Use the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of this course to the conceptual base:

Candidates will be able to:

- Understand how the history of teaching as a profession has influenced teachers' opportunities for professional learning. (CF 1, 2, 3, 5, 11, 14; ILA 1.2, 1.4, 6.4)
- Use a theoretical understanding of teachers' learning to think about high quality literacy instruction—across a number of grade levels and content areas—in terms of goals for teachers' learning. (CF 1, 2, 3, 5, 6, 11, 13, 14; ILA 1.2, 1.4, 6.4)
- Outline a provisional developmental trajectory through which teachers might travel as they work toward common goals for teachers to improve their literacy instruction. (CF 1, 2, 3, 5; ILA 1.3, 2.1)
- With input from teachers (and principals, where necessary), create a plan for supporting teachers' professional learning. Understand how to adjust and

negotiate this plan in light of insight from principals and teachers. (CF 2, 3, 5, 7, 8, 9; ILA 1.3, 2.1, 2.4)

- Engage a selected teacher in a research-recommended, one-on-one coaching activity (i.e., modeling, co-teaching, the coaching cycle). Reflect upon this work and create goals for self-improvement. (CF 2, 3, 7, 8, 9, 10, 11, 13, 14, 15; (ILA 2.2, 2.3, 5.1, 5.4, 6.1, 6.2, 6.3)
- Engage a selected group of teachers in a research-recommended group coaching activity (i.e., school-based professional development, collaborative co-planning, analysis of classroom video, analysis of student work, or lesson study). Reflect upon this work and create goals for self-improvement. (CF 2, 3, 7, 8, 9, 10, 11, 13, 14, 15; ILA 2.2, 2.3, 3.3, 4.3, 5.1, 5.4, 6.1, 6.2, 6.3)

*This course also meets requirements set forth by the International Literacy Association, as described in the June 2017 draft of ILA’s “Standards for the Preparation of Literacy Professionals 2017: Literacy Coaches.”

COURSE GOALS WITH EVALUATION METHODS:

Goal	Evaluation Methods
Candidates will understand how the history of teaching as a profession has influenced teachers’ opportunities for professional learning.	Portfolio Entries
Candidates will use a theoretical understanding of teachers’ learning to create learning goals for teachers. These learning goals will show evidence of an understanding of high quality, equitable literacy instruction in a number of grade levels and content areas.	Portfolio Entries
Candidates will outline a provisional developmental trajectory through which teachers might travel as they work toward common goals for teachers to improve their literacy instruction.	Portfolio Entries
With input from teachers (and principals, where necessary), candidates will create a plan for supporting teachers’ professional learning. Candidates will understand how to adjust and negotiate this plan in light of input from principals and teachers.	Proposal for Teachers’ Learning
Candidates will engage a selected teacher in a research-supported, one-on-one coaching activity (i.e., modeling, co-teaching, the coaching cycle). Candidates will reflect upon this work and make suggestions for self-improvement.	One-on-one coaching artifact(s) and reflective paper

Engage a selected group of teachers in a research-supported group coaching activity (i.e., school-based professional development, collaborative co-planning, analysis of classroom video, analysis of student work, or lesson study). Reflect upon this work and make suggestions for self-improvement.	Group coaching artifact(s) and reflective paper
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INSTRUCTIONAL UNITS AND ASSESSMENTS

Course Schedule, Key Topics, and Planned Reading Assignments

**Please note: This schedule is a working outline. As such, it is subject to change in response to our needs as a learning community.*

August 21, 2017

Week 1: Intro

Go over the syllabus

How do you feel about the idea of becoming a literacy coach?

When you think about how literacy coaches spend their time, what comes to mind?

What appeals to you about literacy coaching?

What worries you about literacy coaching?

If you choose to become a literacy coach, what are your goals and hopes and dreams?

What do you want to know about a coaching position before you start?

Portfolio Entry: Working Definition: What is a literacy coach?

For Next Week: Read Toll (2014), Ch. 1 & 2

**Read Walpole & McKenna (2013), Ch. 1 & 2:
“Research on Literacy Coaching”**

August 28, 2017

Week 2: Definitions and Roles of Literacy Coaches

What is a literacy coach?

Why should we have literacy coaches?

What are literacy coaches supposed to do?

What are common challenges associated with literacy coaching?

Portfolio Entry: First Draft of Personal User’s Manual for Literacy Coaching

For Next Week: Read Gibbons & Cobb (2017), Conceptual Framework from JTE

Pick One:

- **Read Wilson & Berne (1999)**
- **Read Hawley & Valli (1999)**

September 4, 2017

NO CLASS: LABOR DAY**September 11, 2017****Week 3:****How do teachers learn?**

What does research tell us about traditional forms of professional development?

How has the history of teaching as a profession influenced how and what teachers learn?

The Persistence of Privacy (Little, 1990)

The Apprenticeship of Observation (Lortie, 1975; Grossman, 1990)

**For Next Week: Read Toll (2014), Ch. 4
 Read Matsumara et al., 2009
 Read Neumerski, 2013**

September 18, 2017**Week 4:****Common Challenges: Top Down Goal-setting & Principals**

How can I start a job as a literacy coach in ways that will leverage opportunities for literacy coaching while mitigating common challenges?

How can I build a relationship with the principal that works for us both?

Group Work: Planning for a Principal Interview

Portfolio Entry: Plan an introductory meeting with an imaginary (or real) principal with whom you will work as a literacy coach. What is most important for you to know/find out?

**For Next Week: Craig, 2009
 Read Toll (2014), Ch. 5-7**

September 25, 2017**Week 5:****Coaching Conversations**

What is a coaching conversation?

How can I communicate with teachers well?

How do I facilitate coaching conversations with individuals? With groups?

Portfolio Entry: Brainstorm a list of teaching problems that teachers might bring up (Hint: Use Walpole & McKenna, Ch. 4, to help you think).

Portfolio Entry: Planning for a Coaching Conversation

**For Next Week: Read Gibbons & Cobb (2017), JTE Coach
 Activities Paper
 Read Walpole & McKenna (2013), Ch. 10:
 “Providing Professional Support”
 Read Toll (2014), Ch. 3: “How Do I Influence
 Teachers”**

October 2, 2017**Week 6:****Practicing Coaching Conversations & Coaching Activities**

What should I do with teachers in order to support their professional learning?

What are coaching activities that are capable of supporting teachers' learning about improved instructional practices?
 What is the role of observation and feedback in coaching teachers?
 How will I decide which activities will best support teachers' learning?
For Next Week: Read Walpole & McKenna (2013), Ch. 4: "Finding and Applying Reading Research"

October 9, 2017

Week 7: Expertise in Coaching

What kinds of expertise do I need to have as a coach?
 [From Kane, Cobb & Gibbons (in preparation) "The Role of Instructional Coaching in a System for Teachers' Learning"]
 What is a professional vision for coaching?
 What does a professional vision for coaching look like in the context of literacy instruction?

Portfolio Entry: What are my idealized versions of strong literacy instruction?

For Next Week: Read Gibbons & Cobb (2016) "Content-Focused Coaching"

October 16, 2017

Week 8: Thinking about a Developmental Trajectory for Teacher Learning Goals

Making decisions about how to move a coaching conversation forward
 What do particular coaching activities support teachers to know and understand?

Portfolio Entry: What are possible next steps for my coaching conversations? Brainstorming options and rationales for what might come next with a particular teacher or group of teachers.

For Next Week: Note: NO READINGS THIS WEEK—Work on Teacher Learning Proposal instead ☺

October 23, 2017

Week 9: No Class → Work on Teacher Learning Proposal

Portfolio Entry: Completed Coaching Conversation Record Sheet (Toll, p. 71-2)

Portfolio Entry: Reflecting on the Coaching Conversation: What did you do well? What would you like to know more about, practice, or improve?

October 30, 2017

Week 10: Teacher Learning Proposal DUE

How did our coaching conversations go?

How can we support each other, as a community of learners, to improve our practice as coaches?

Portfolio Entry: What are our plans for moving forward as coaches?

For Next Week: **Read Horn, Garner, Kane & Brasel (2016)**
 Read Horn & Kane (2015)

November 6, 2017

Week 11: Facilitating Teacher Workgroups

What are key coaching activities to undertake in teacher groups?

Analyzing student work,
 Analyzing classroom video
 Co-planning,
 Lesson Study

What is co-planning?

What is lesson study?

What is facilitator press, and how do I do this?

Portfolio Entry: What will I keep in mind about facilitating teacher workgroups?

For Next Week: **Read Horn, Kane & Wilson (2015)**

November 13, 2017

Week 12: Analyzing Student Work and Data Use: Getting to Student Thinking

How can I facilitate teachers' data use in ways that will support teachers to make their practice better?

What should we be looking for when we look at student data?

Let's practice!

Portfolio Entry: What are three keys for making the most out of student data use?

For Next Week: -Eick, C., Ware, F., & Williams, P. (2003). Coteaching in a science methods course: A situated learning model of becoming a teacher. *Journal of Teacher Education*, 54, 74–85.
 -Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.

November 20, 2017

NO CLASS: Thanksgiving Break!

November 27, 2017

Week 13: One-on-one Coaching Activities: Modeling & Co-Teaching

How and when do I model for teachers?

What will modeling help teachers to learn?

How and when do I co-teach with teachers?

What will co-teaching help teachers to learn?

How is modeling related to educational equity?

Let's practice!

Portfolio Entry: How is co-teaching different from modeling in terms of teachers' learning? When might I use each?

For Next Week: Read Toll (2014), Ch. 8, 9, 10 & Conclusion

December 4, 2017

Week 14: Addressing Specific Coaching Challenges & Keeping It All Together

Sharing outcomes and reflections on coaching conversations and follow-up session(s)

Portfolio Entry: Final Draft, Personal User's Manual for Instructional Coaching

December 11, 2017

Week 15: Final Exam Period

DUE: Engaging Teachers in One-on-One Coaching Activities + Engaging Teachers in a Group Coaching Activity

ASSESSMENT PROCESS

Grades for EDUC 642 are based on five major assignments. The relative weights used for calculating the course grade are as follows:

Assignment	Percentage of Final Grade
Portfolio	15%
Teacher Learning Proposal	25%
Engaging Teachers One-on-One	20%
Engaging a Group of Teachers	20%
Attendance, Preparedness & Participation	10%

Students are expected to complete all examinations, course assignments and requirements, and to complete them on time.

Final grading is based on the following scale:

90-100=A, 86-89.9=B+, 80-85.9=B, 76-79.9=C, 70-75.9=C, 0-69.9=F

Guidelines for Quality of Work

“A” Quality Work:

- Uses the stated requirements of the assignment to make thoughtful discoveries about literacy instruction in the content areas
- Demonstrates high levels of critical thinking, making connections among readings, course content, student thinking, data analyses, class discussions & online discussions
- Expresses ideas at a high level of integration, synthesis and application (whether through writing, oral or other)
- Is presented in a highly professional way (well-written, typed, carefully edited prior to final submission for grammar, spelling and punctuation)

“B” Quality Work:

- Fulfills the stated requirements of assignment
- Demonstrates critical thinking
- Expresses ideas clearly
- Is presented in a careful and thoughtful way but is in need of editing for grammar, spelling, and punctuation

“C” Quality Work:

- Does not completely fulfill stated requirements of assignment
- Demonstrates thinking on only an initial level
- Does not express ideas in a clear way
- Is presented in an adequate way

Revision Policy

I allow rewrites on major course assignments if students receive below an A, because we know that revising and resubmitting can be a support for learning. However, I don't allow rewrites on A work, because it's not about the points, it's about the learning, and if students have already received an A, it means that this person has a strong understanding of major ideas in the course. There's not much learning to be done by rewriting from a 93% to a 95%, for example.

Explanations of Course Assignments

Reading and Thinking Portfolio

Because each of you is studying to become a leader in literacy, we are going to harness the power of literacy—particularly writing and visual literacies—to better comprehend and make sense of the complex world of research on literacy coaching. Each week, you will be asked to respond to a prompt designed to support you in deepening your thinking around the previous class's key topics and ideas. Entries should be double spaced and 1-2 pages long (unless otherwise specified). A tentative list of weekly prompts is included in the course schedule, but I reserve the right to change or amend these questions in light of a particularly important question that arises in class and/or our need to collectively think more deeply about a particular topic. Because this assignment is designed as a support for our critical thinking about the work we will actually do (in this class, certainly, but also into the future, if you decide to pursue a career as a literacy coach), the best and most useful responses will make a number of text-to-text, text-to-self, and text-to-world connections. In addition, these entries will pose questions that occur to you based on a *synthesis* of the readings, class discussions, and your own experiences in the world. They are intended as a way to continue thinking about important issues in literacy coaching, setting us up to direct our future learning (since, as any good teacher knows, learning is never done. What a sad world it would be if it were!).

Portfolio entries will be expected to be complete and on your person (either on paper or in digital form) at the start of each class. Because we are also human, you may miss one entry over the course of the semester without penalty to your grade.

DUE: At the start of each class

Teacher Learning Proposal

Requirements for this course include engaging real, actual teachers and colleagues in one-on-one and group coaching activities. In class, we will spend time understanding the history of teachers' professional learning, as well as research on supporting teachers' learning. For this assignment, you will synthesize and apply the thinking you have done around research and theories around teachers' learning, using it to define and defend a provisional plan for supporting teachers' learning. In addition, you will create this plan in consultation with the school principal (if applicable) and (DEFINITELY!) the teacher(s) with whom you plan to work. Therefore, the teacher learning proposal has several parts:

- (a) My Ideal World
 - a. A discussion of what you see as five key aspects of effective and equitable literacy instruction, and why you see these as foundational to strong literacy instruction across a number of content-areas and grade-levels. Many of you will have written a philosophy of education or related document over the course of this program. The thinking you do for this section of your Teacher Learning Proposal can and should grow from that. However, this document should be a brief, bullet-pointed synopsis of your philosophy of high quality, equitable literacy instruction. It should be (MUCH) shorter and bullet-pointed, because it needs to be user-friendly: YOU will use it as a constant reminder of where you are hoping to support teachers to go as literacy instructors. You will also need to include key references so that, if asked, you have credible, reliable sources at the ready.
- (b) Discussion with Administrator(s):
 - a. For this section of your Teacher Learning Proposal, you will need to set up a brief meeting with your building's principal, assistant principal, or another person (department head, current literacy coach) familiar with literacy goals at your school. Your main objective will be to understand:
 - i. What are school and district-level goals for literacy instruction in your building?
 - ii. Why have these goals been prioritized?
 - iii. By whom?
- (c) Coaching Conversation: Understanding Teachers' Goals for Improved Literacy Instruction
 - a. Part B of this assignment (above) should give you insight into the goals for literacy instruction that exist in your building and district. Of course, as professionals, teachers themselves have their own goals. Many professional development programs live and die based on their ability to address *teachers'* goals. We will read about one approach, called a "coaching conversation," to understanding and guide teachers' goals for improving their literacy instruction. Your goal for Part C of this assignment will be to have a coaching conversation, either with an individual teacher or a group of teachers. *This section of the assignment will build on support, discussion, and preliminary writing we will do in class.*

- (d) Learning Goals for Teachers: Based on Parts A-C of this assignment, you will write one learning goal for teachers in your building. You will justify why this learning is important for high quality, equitable literacy instruction, and why it makes sense in light of (1) what you know about high quality, equitable literacy instruction; (2) school and district-level goals for literacy instruction; (3) teachers' goals for literacy instruction; and (4) evidence of students' literacy performance and achievement. You will outline three to five developmental steps you expect to see teachers encounter on the way to this learning goal, as well as how you would plan to support teachers at the intersection of each of these mini-goals (i.e., Will you ask teachers to co-plan with you? Why? Will you analyze student data with teachers? Why? Will you run a PD workshop? Why?).

DUE: Oct. 30, 2017 (Week 10)

Engaging in a One-on-One Coaching Activity with a Teacher

For this assignment, you will engage one teacher in a one-on-one coaching activity designed to support a teacher in moving toward a *shared* learning goal. You will address the following questions:

1. What was the shared learning goal you and your teacher partner agreed to work toward?
2. Why did you and your teacher partner think this learning goal was a worthy pursuit?
3. How did you plan to address this learning goal with your teacher partner? (i.e., In what coaching activity/ies did you plan to engage?) Why did you make this choice?
4. What did you and your teaching partner actually do?
5. What do you think are the next steps for supporting this teacher to move toward this learning goal? Based on what evidence do you think this is the next step?
6. What further information do you need to support this teacher? If you were a full-time coach, how would you plan to get this information?
7. If you had it to do over again, what would you do differently?
8. What did you do well?

Ideally, you will be able to use your coaching conversation and Teacher Learning Proposal as a basis for this one-on-one work. However, in some situations, the real world will not cooperate the way you would like it to. If this is the case, you still need to find a way to find out what this teacher's goals are! You may want to have a coaching conversation with this particular person if you have not already, or you may come across a different (perhaps better?) solution. People who become successful literacy coaches are flexible, on-the-go problem solvers, so this assignment may become an important opportunity to practice those skills.

DUE: Finals Week (December 11, 2017)

Engaging in a Group Coaching Activity with a Teacher Group

This assignment is a replica of the one-on-one assignment, except that you need to engage a teacher group in a coaching activity, rather than one individual teacher. As with the last assignment, you will address the following questions:

1. What was the shared learning goal you and your teacher partners agreed to work toward?
2. Why did you and your teacher partners think this learning goal was a worthy pursuit?
3. How did you plan to address this learning goal with your teacher partners? (i.e., In what coaching activity/ies did you plan to engage?) Why did you make this choice?
4. What did you and your teaching partners actually do?
5. What do you think are the next steps for supporting these teacher to move toward this learning goal? Based on what evidence do you think this is the next step?
6. What further information do you need to support these teachers? If you were a full-time coach, how would you plan to get this information?
7. If you had it to do over again, what would you do differently?
8. What did you do well?

As noted before, ideally, you will be able to use your coaching conversation as a basis for this group work. However, in some situations, the real world will not cooperate the way you would like it to. If this is the case, you still need to find a way to find out what teachers' goals are! You may want to have a coaching conversation with this particular group if you have not already, or you may come across a different (perhaps better?) solution. People who become successful literacy coaches are flexible, on-the-go problem solvers, so this assignment may become an important opportunity to practice those skills.

DUE: Finals Week (December 11, 2017)

CLASS EXPECTATIONS

Class Attendance: One of the most important aspects of the education profession is that of professionalism. Punctual attendance in class is expected. In addition, because much of the learning in this course occurs through in-depth participation in class activities, attendance is of the utmost importance. If, after careful consideration of your professional and personal obligation, you find that you need to miss a class, please notify me via email. You are still responsible for all class readings and portfolio entries, and you should follow-up with a class colleague to understand what you have missed. If you miss more than one class, you will need to set up an appointment with me so that we may discuss make-up assignments.

Disability Disclosure: If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Office of Access Services, Instruction and Support (OASIS) located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

Honor Statement: As a professional educator, integrity is an expectation. Students in The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code available at: <http://citadel.edu/r3/honor/manual.shtml>. *Cheating and*

plagiarism violations will be reported and a failing grade will be assigned for the work in question. This class will follow The Citadel Honor Manual regarding plagiarism:

"Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources":

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).

Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)