Citation Skills for SPD Students

Online Workshop
Spring 2015
Stony Brook University Libraries
Presenter: Elizabeth Trapasso, Visiting Assistant Librarian
What we will cover in this presentation:

• Plagiarism and Academic Integrity
• Acknowledging Sources
• Paraphrasing
• Citation
  • When to cite / When not to cite
  • References Page
    • How to read citations
    • How to create citations
  • In-text citations
  • Where to get help

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  • How to create citations
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Definitions

• **Academic Integrity** is honesty and responsibility in scholarship.

• **Academic Dishonesty** is any act that improperly affects the evaluation of a student’s academic performance.
  • Cheating, improper collaboration, submitting the same assignment for different classes, and plagiarism

• **Plagiarism** is using another’s words or ideas and not acknowledging that you have done so.
  • Formats include written works, computer code, mathematical expressions, works of art, musical works

(University of Oklahoma, 2010)
How to Avoid Plagiarism

• Properly acknowledge your sources within the body of your paper (using in-text citations)

• Quote: using someone’s exact words, surrounded by quotation marks

• Paraphrase: using someone’s ideas, but putting them in your own words

*Note: In writing, you will paraphrase more than you will quote. Quoting should be reserved for when language is particularly expressive or exact wording is needed for technical accuracy.

(Massachusetts Institute of Technology, n.d.)
Why acknowledge your sources?

• To show readers that you have done your research
• To give credit to others for work they have done
• To point your readers to sources that may be helpful to them
• To allow readers to check your sources, if there are questions

(Massachusetts Institute of Technology, n.d.)
Paraphrasing Exercise

Original
During the last decade, there has been a shift from “instructivist” approaches towards “constructivist” approaches in the field of instructional design. Instructivist approaches reflect the belief that the role of knowledge is basically to represent the real world. Meaning is eventually determined by this real world and [is] thus external to the understander.

Paraphrase Example 1
Over the last ten years, there has been a marked change from "instructivist" points of view to "constructivist" points of view among instructional designers. Instructivist points of view hold the belief that the role of knowledge is fundamentally to represent the real world. In this view, meaning is determined by the real world and is therefore external to the learner.

Paraphrase Example 2
Instructivists hold that the "real world," external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (Merriënboer, 1997).
Misconceptions About Plagiarism

• It is not plagiarism if you paraphrase.
• Anything you put in quotation marks is not plagiarism.
• Don’t worry about plagiarism if you found it on the web; things on the web are in the public domain.
• It’s not plagiarized if it’s unintended.
• They’ll never know – SafeAssign, Turnitin
<table>
<thead>
<tr>
<th>Suspected Sources</th>
</tr>
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<tbody>
<tr>
<td>1. <a href="http://www.mydropbox.com/get_paper2.pl?id=173022&amp;digest=e7f5045f1cdf95f3ad7f8977d52a9a30">http://www.mydropbox.com/get_paper2.pl?id=173022&amp;digest=e7f5045f1cdf95f3ad7f8977d52a9a30</a></td>
</tr>
<tr>
<td>6. <a href="http://www.dcchem.co.kr/english/product/p_basic/p_basic03.htm">http://www.dcchem.co.kr/english/product/p_basic/p_basic03.htm</a></td>
</tr>
</tbody>
</table>

**Paper Text**

Click on the text to see more info about the source.

1. Prejudism in the 1930s, down in the Southern United States, was not good

2. Calcium chloride is used for such things as dust control, road deicing, and to assist in oil and gas drilling. It is easily manufactured for a variety of sources, underground brines in Michigan, a by-product of hydrochloric acid streams, and soda ash can harbor calcium chloride. For years the market was supplied by three major manufactures: Dow Chemical, General Chemical, and Tetra Technologies- all of which produce such a high-volume that it creates oversupply and poor prices. These companies already produced roughly 1.5 million tons per year and out of that only about 1 million tons are used. In 1995, Ambar Incorporated decided that they were going to enter the calcium chloride market. They spent over $80 million on supplies and opened behind schedule in 1997. Then North America experienced the warm and low precipitation winters in 1999 and 2000, there was an incredibly low demand for calcium chloride and the company failed. (paper mill)

3. In recent years, the market demand for calcium chloride has shifted. Consumption within the largest market segment, deicing, is heavily dependent on weather conditions. A sharp decline in this market has occurred over recent years as a succession of mild winters lowered demand. Deicing consumption URL: http://www.the-innovation-group.com/ChemProfiles/Calcium%20Chloride.htm

Uploaded Manuscript: A sharp decline in this market has occurred over recent years as a succession of mild winters lowered demand

Internet Source: A sharp decline in this market has occurred over recent years as a succession of mild winters lowered demand

Necrosis of the skin after contact with calcium chloride has been described in a variety of situations, including that of oil field workers and prolonged

(SafeAssign, 2012)
Turnitin

- Finds and highlights unoriginal text in an assignment
- Checks against a database of materials (webpages, published books, journals, newspapers, and turnitin submissions)

(Turnitin, 2011)
Tips to Protect Yourself

• Print out websites as they can disappear or change.
• Don’t cut and paste.
• Check for inconsistencies in font and layout.
• Check for different writing styles.
• Make sure all of your citations are listed in the references page.
• When taking notes, mark quotes with a Q, paraphrases with a P.
• Include page numbers and source information.
• Prepare thoroughly– research takes time.
Citation

When to Cite and When Not to Cite
No Need to Cite

• Common Knowledge:
  • Facts that can be found in numerous places and are likely to be known by a lot of people.
  • Examples:
    • Theodore Roosevelt served as the 26th President of the United States.
    • Smoking is harmful to your health.

• Your own ideas, observations, experiences

(Indiana University, 2014)
Need to Cite

• Quotations, paraphrased text, expert opinions
  • Print – books, journals, newspapers
  • Electronic – eJournals, websites, computer source code
  • Recorded material – tv broadcasts, podcasts
  • Spoken material – interviews, information obtained in lectures and presentations

• Images: charts, graphs, photographs

• Data: statistics, numbers, survey information

• Social Media
  • Blogs, email messages, Tweets, Facebook entries

(Massachusetts Institute of Technology, n.d.)
Arguably, Mickey Mouse is one of the most popular mainstream American cartoon characters.

Note: You can substitute Bart Simpson, Bugs Bunny, SpongeBob Squarepants, or Stewie Griffin if they are more familiar to you.

Answer: No
One critic says that business is like a man rowing a boat upstream. He has no choice; he must go ahead or he will go back.

Answer: Yes
Do We Need to Cite This?

Exercises

• *Harry Potter and the Deathly Hallows* was released on July 21, 2007, and sold 11 million copies on the first day of its release, breaking Rowling's earlier records for the fastest selling series book of all time.

• Answer: This is questionable depending upon the audience. When in doubt, cite it.
More Citation Exercises

The Digital Millenium Copyright Act (DMCA), passed by the United States Congress in 1998, makes any attempt to bypass software intended to protect copyright on digital files a criminal offense. (1) The DMCA is intended to help combat the serious problems of intellectual property theft in the international arena, such as the estimated $245 million of lost revenue resulting from pirated software in India in 2001. (2)

According to Adam Eisgrau of the American Library Association, the DMCA changed the emphasis from whether people use information in such a way as to violate copyright to prohibitions about how they access information. (3) Many legal scholars, such as Cassandra Imfeld, believe the DMCA as written is unconstitutional and unjust. (4) "By punishing the actual offenders instead of individuals who provide the tools, fair use can encourage the dissemination of information and protect the First Amendment rights of freedom of speech and the press." (5)

• #1 Y/N No. It’s common knowledge. A quote from the Act would need to be cited.
• #2 Y/N Yes. This sentence presents a specific fact.
• #3 Y/N Yes. This sentence paraphrases A. Eisgrau’s ideas.
• #4 Y/N No. This sentence is setting up the following quote.
• #5 Y/N Of course. This sentence is a direct quote.
What is a Citation?

- A citation tells everyone the source of your information.
- It answers the question:
  - Where did you get this information?
- It allows readers to:
  - Verify the information presented is correct
  - Find out how the information was determined
  - Discover new sources in their field of interest
What do Citations Tell You?

• Author’s Name
• Title of the Article
• Title of the Journal or Book
• Publication Date
• The information you need to locate the resource


Scholarly, Academic or Peer-Reviewed Article (Electronic Format)

Online Journal with DOI*
Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical, volume number* (issue number if available), page range. doi:00000000/000000000000 or [http://dx.doi.org/10.0000/0000](http://dx.doi.org/10.0000/0000)

Online Journal without DOI

*DOI = Digital Object Identifier*


*Note change in italics between article title and journal title and between volume and issue number.*
World education finance policies and higher education access: A statistical analysis of World Development Indicators for 86 countries

Lijing Yang
Institute for Social Science and Policy Studies
University of Louisville
USA

Abstract This study uses panel data models to analyze international indicators and examines the relationship between education finance policies and higher education access among 86 countries from 1968 to 2009. We find that public expenditure per tertiary student bears a negative association with tertiary enrollment ratio, whereas GDP per capita and public spending on education as a percentage of GDP both have a positive effect on tertiary enrollment. These results imply that for a fixed amount of total budget and rising demands for higher education, various nations have reduced spending per college student and drawn on more private resources to expand higher education access.

Keywords education finance; higher education; education access; tertiary enrollment ratio; public expenditure per tertiary student; GDP per capita; public spending on education as a percentage of GDP

Introduction

Pricing is one of the most complex and important decisions confronting any organization (Avlonitis & Indounas, 2003; Shipley & Jobber, 2003). Although the extant pricing literature most often focuses on the for-profit firms, intelligent pricing is equally important for institutions of higher education. Indeed, understanding sensitivity to changes in price, in the form of tuition and fees, is particularly critical in today's austere economic climate where colleges and university administrators are under intense pressure to maintain student enrollment; hire and retain faculty, administrators, and athletic coaches; sustain and build physical plant (Halliday, Davies, Ward, & Lim, 2008; Mai, 2003); all while balancing these resource needs against potential political pressure to offer affordable tuitions. Thus, a clear understanding of the impact of tuition on enrollment is paramount in this stressful and challenging environment; however, senior administrators in higher education often face a lack of information regarding student demand and pricing sensitivity.

Using student-choice behaviour to estimate tuition elasticity in higher education

Robert E. Carter, University of Louisville, USA
David J. Curry, University of Cincinnati, USA

Abstract Prior research on student response to changes in university prices (tuition) finds that demand is inelastic. We present results, based on separate models for 11 colleges (n = 5604) at a major US university, that run counter to published findings. We discuss fundamental differences between our methods and those used in [xxxx] previous research to explain our findings. Rather than use market level data, we model individual student-choice behaviour and derive market level implications via upward aggregation. Our modeling uses discrete-choice experiments in which choice sets are customised in real-time to reflect each respondent's true consideration set of schools as well as to capture elements of inter-university competition. Published research using market-level data, though appropriate for national policy debates, is not necessarily useful for governance decisions at the university level. We illustrate using tuition elasticities estimated by college and further show that elastic demand can have deleterious effects on the quality of an incoming class even when demand forecasts far outstrip supply.

Keywords higher education; tuition elasticity; price elasticity; discrete choice

Introduction

Pricing is one of the most complex and important decisions confronting any organization (Avlonitis & Indounas, 2003; Shipley & Jobber, 2003). Although the extant pricing literature most often focuses on the for-profit firms, intelligent pricing is equally important for institutions of higher education. Indeed, understanding sensitivity to changes in price, in the form of tuition and fees, is particularly critical in today's austere economic climate where colleges and university administrators are under intense pressure to maintain student enrollment; hire and retain faculty, administrators, and athletic coaches; sustain and build physical plant (Halliday, Davies, Ward, & Lim, 2008; Mai, 2003); all while balancing these resource needs against potential political pressure to offer affordable tuitions. Thus, a clear understanding of the impact of tuition on enrollment is paramount in this stressful and challenging environment; however, senior administrators in higher education often face a lack of information regarding student demand and pricing sensitivity.
Newspaper Article (Electronic Format)

• Format

• Example
Websites

Format

Examples:


*If there is no author, the title is displayed first and use n.d. if no publication date is available.*
Book (Print)

**Format**

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

**Example**


* Location should always list the city and the state using the two letter postal abbreviation without periods (New York, NY).
Remember

• Use n.d. if the publication date is not available.

• APA no longer requires the following:
  • Use of URLs for articles with a DOI
  • A retrieval date unless the material is difficult to find
  • A database name unless the article was difficult to find

• Familiarize yourself with rules for other exception conditions.
There are Two Requirements to Citing Sources

1. References Page
   - List of complete information about your sources (author, title, date, etc.) at the end of your paper

2. In-text Citations
   - Located within the body of your paper
Parenthetical or In-Text Citation

• Directs readers from the text to the full citation in the references list at the end of the document.
• Replaces the use of citational footnotes
• Contains the author’s last name, year, and p. #
  (Jones, 1998, p. 199)

• Good practice: Use a signal phrase to introduce the quotation. According to Jones (1998), ...
In-Text Citations: Quote Examples

Format: (Author, Date, Page Number)

Examples:

Quote:
"Students often had difficulty using APA style, especially when it was their first time" (Jones, 1998, p.199).

or

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

*Note: If no page number is available (ex. webpages), you can substitute paragraph numbers. The format is (author, date, para. #).
In-text Citations – Paraphrasing Examples

Here are some examples of how to use the author-date citation when paraphrasing.

Kessler (2003) found that among epidemiological samples...

Early onset results in a more persistent and severe course (Kessler, 2003).

In 2003, Kessler’s study of epidemiological samples showed that...

*Note: APA recommends including a page number for in-text citations when paraphrasing, but it is not necessary.

American Psychological Association, 2010
In-Text Exclusions

There are some exceptions to the general rules. Here are some to be aware of...
Multiple Authors or No Author

Author’s name
• Last name first, followed by author initials.
• Two – seven authors
  • List by their last names and initials. Use the ampersand instead of "and" before the last author’s name.
    Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S.
• More than seven authors (References page)
  • When a work is credited to more than seven authors, the reference is listed by providing the names of the first six authors followed by . . . and then the final author. The remainder of the reference follows the same format as that for six or less authors.
• Six or more authors (In-text)
  • Use the first author’s name followed by et al.
    (Harris et al., 2001)
• No Author
  • Abbreviated title (first 2-3 significant words) used for in-text citation if no author available.
    • Another study of students and research decisions discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).
Exclusions: Citing Multiple Sources When Summarizing

Two or More Works in the Same Parentheses: When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

Example:
(Berndt, 2002; Grady, 2012; Harlow, 1983)
Exclusions: Citing a Personal Communication

• Interviews, emails, or letters
• Include communicator’s name, date, and personal communication
• Only include in the in-text citation; do not included in the reference list

Examples:
Many of the incoming freshmen had difficulties with APA style (A.P. Smith, personal communication, January 4, 2001).

or

A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, January 4, 2001).
Getting Help on Citations

• Library handouts on Citations
• Ask the librarians
  • elizabeth.trapasso@stonybrook.edu
  • jennifer.a.devito@stonybrook.edu
  • darren.chase@stonybrook.edu
• The SBU Writing Center (via telephone/email)
  • http://www.stonybrook.edu/commcms/writrhet/writing_center/writing.html
• Guides on the Internet (look for those from college or university libraries, .edu urls)
• Bibliographic management tools (EndNote or Zotero)
• Some databases automatically format citations for you
  (Check for accuracy)
Additional Information:

• Tutorials
  Online Writing Lab at Purdue University  http://owl.english.purdue.edu/owl/
  Stony Brook University Libraries APA Cheat Sheet  

• Bibliographic Management Tools
  Zotero (free plug-in for Firefox)  https://www.zotero.org/
  EndNote (SBU site license – free for students)  
    https://it.stonybrook.edu/software/title/endnote
  EndNote Research Guide  
    http://guides.library.stonybrook.edu/endnote
Additional Resources

• When to Cite
  American University Library’s Information Literacy Tutorial: When to Cite
  http://subjectguides.library.american.edu/infolit

  MIT’s Academic Integrity: What is common knowledge?
  http://integrity.mit.edu/citing-your-sources/what-common-knowledge

  Acknowledging Your Sources - Academic Integrity at Princeton University
  http://www.princeton.edu/pr/pub/integrity/pages/sources/

• Paraphrasing
  MIT’s Academic Integrity: Avoiding Plagiarism – Paraphrasing
  http://integrity.mit.edu/academic-writing/avoiding-plagiarism-paraphrasing

  Word for World Plagiarism: How to Recognize Plagiarism, School of Education, Indiana
  https://www.indiana.edu/~istd/examples.html
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• Paraphrasing exercise from How to Recognize Plagiarism from the School of Education at Indiana University Bloomington.

• Questions?
References


