

SMARTER STUDY SKILLS

HOW TO
CITE,
REFERENCE
& AVOID
PLAGIARISM
AT UNIVERSITY

KATHLEEN McMILLAN & JONATHAN WEYERS

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**KATHLEEN McMILLAN &
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SMARTER STUDY SKILLS

Instant answers to your most pressing university skills problems and queries

Are there any secrets to successful study?

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- *How to Improve Your Critical Thinking & Reflective Skills*

For a complete handbook covering all of these study skills and more:

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Get smart, get a head start!

CONTENTS

Preface and acknowledgements	ix
How to use this book	xi

INTRODUCTION

1 The importance of correct citation and referencing – how to understand the conventions of academic writing	3
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KEY CONCEPTS OF CITATION, REFERENCING AND PLAGIARISM

2 Facts about plagiarism – how this form of academic dishonesty occurs and how it can be identified	15
3 Misconceptions about plagiarism – how to recognise inappropriate use of the work of others	24
4 Basics of literature searching – how to be aware of the sources of literature	34
5 Understanding the structure of text – how to elicit meaning in material for potential citation	50
6 Principles and techniques for reporting source material – how to introduce the work of others into your own text	58
7 Quoting from source material – how to use extracts from other texts correctly	68
8 Summarising and paraphrasing – how to use your own words to express the work of others	79

A CASE STUDY OF CITING AND REFERENCING

9 A sample text to demonstrate citation conventions in practice – how to complete the process from initial brainstorm to final text	95
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CONVENTIONS AND TERMINOLOGY OF CITATION AND REFERENCING

10 Different practices in citation and referencing – how to observe linguistic, grammatical and notational forms	113
---	-----

FIVE REFERENCING STYLES

11 American Psychological Association (APA) Style	129
12 Chicago Style	135
13 Harvard Style	143
14 Modern Languages Association (MLA) Style	149
15 Vancouver Style	155

APPENDICES

1 Grammar Toolkit – definitions to help you seek more information	161
2 Twelve common grammar errors	165
3 Rules of punctuation – usage for citing and referencing	168
4 Twenty basic spelling rules	171
List of references	174
Glossary	177

PREFACE AND ACKNOWLEDGEMENTS

We're pleased that you've chosen *How to Cite, Reference and Avoid Plagiarism at University* and we hope that it will help you to cite and reference with confidence in your academic work. The aim is to give you the understanding, language and thinking tools so that you can use the work of others appropriately and with correct attribution. Once learnt, correct citation becomes part of an academic writer's toolset and is part of the intellectual development that marks your ability to think critically. We have broken the process down into different elements that explain how to manage your sources and your writing so that you produce work that has academic integrity and ensure that no inadvertent plagiarism appears. We hope that it will meet your needs – regardless of your experience and background.

We would like to offer our sincere thanks to many people who have influenced us and contributed to the development and production of this book. Numerous students over the years have helped us to test our ideas, especially those whose written work we have commented upon, supervised and assessed. We are grateful to the following colleagues and friends who have helped us directly or indirectly: Margaret Adamson, Michael Allardice, the late John Berridge, Stuart Cross, Margaret Forest, Andy Jackson, Bill Kirton, Eric Monaghan, Neil Paterson, Jane Prior, Fiona O'Donnell, Dorothy Smith, Gordon Spark, Amanda Whitehead, David Walker and David Wishart. Also, we acknowledge those at other universities who have helped frame our thoughts, particularly our good friends Rob Reed, Nicki Hedge and Esther Daborn. We owe a special debt to the senior colleagues who encouraged various projects that contributed to this book, and who allowed us the freedom to pursue this avenue of scholarship, especially Robin Adamson, Chris Carter, Ian Francis, Rod Herbert and David Swinfen. At Pearson Education, we have had excellent advice and support from Steve Temblett, Rob Cottee and Joy Cash. Finally, we would like to say thanks to our long-suffering but nevertheless enthusiastic families, Derek, Keith, Nolwenn, Fiona, Tom and Eilidh; and Mary, Paul and James, all of whom helped in various capacities.

We hope that you will find this a useful resource and that it will support your learning and development as an academic writer. We would be delighted to hear your opinion of the book, any suggestions you have for additions and improvements, and especially if you feel that it has made a positive difference to your confidence in writing, whatever your academic purpose.

Kathleen McMillan and Jonathan Weyers

HOW TO USE THIS BOOK

Each chapter in *How to Cite, Reference and Avoid Plagiarism at University* has been organised and designed to be as clear and simple as possible. The chapters are self-contained and deal with particular aspects of the subject matter so that you can read the book through from beginning to end, or in sections, or dip into specific chapters as you need them.

At the start of each chapter you'll find a brief paragraph and a **Key topics** list that let you know what is included. There is also a list of **Key terms** at this point that highlights words that may be new to you or may be used in a particular way in the chapter. Should you be uncertain about the meaning of these words, you will find definitions in the **Glossary** at the end of the book.

Within each chapter, the text is laid out to help you absorb the key concepts easily, using headings and bulleted lists to enable you to find what you need. Relevant examples are contained in figures, tables and boxes which complement the text. The inset boxes are of three types:

Smart tip boxes emphasise key advice that we think will be particularly useful to you.



Information boxes provide additional information that will broaden your understanding by giving examples and definitions.



Query boxes raise questions for you to consider about your personal approach to the topic.



At the end of each chapter, there's a **Practical tips** section with additional suggestions for action. You should regard this as a menu from which to select the ideas that appeal to you and your learning style.



Finally, the **And now** section provides three suggestions for possible follow-up action as you consider ideas further.



INTRODUCTION

1

THE IMPORTANCE OF CORRECT CITATION AND REFERENCING

How to understand the conventions of academic writing

Writing for academic purposes is challenging and fulfilling. It brings together your knowledge and understanding of a topic – but it is more than that. From your writing, you will gain an ability to use language effectively in communicating your ideas, as well as an ability to communicate the ideas of others as you use these to frame your own discussion. Thus, being able to understand what it means to cite sources and how to do this properly is essential to your success as an academic author.

KEY TOPICS

- What is plagiarism?
- What is citation?
- What is referencing?
- What are the advantages of avoiding plagiarism?
- An overview of the processes required for successful citation and referencing

KEY TERMS

Attribute Bibliography Citation Intellectual property Paraphrasing
Plagiarism Quotation Reference list Referencing Summarising

The development of electronic global communication networks has raised significant issues within the academic world. More than at any time in academic history, comprehensive and growing databases allow access to a far wider range of multi-level source material that students can use to support their own writing. Specifically, the potential for immediate electronic access to academic publications has

produced benefits in terms of widening knowledge and understanding in specialist fields and has brought resources and publications more readily within the public domain. In addition, wide-ranging interpersonal communications have contributed to debate in many fields and using many media. Therefore, students and researchers have, at their fingertips, an array of material which can be used to support their own learning and writing. Clearly, this has many accessibility and time-saving advantages, but also brings the risk of plagiarism closer.

WHAT IS PLAGIARISM?

Academic authors demonstrate their scholarship by writing and publishing in their own fields. They have the moral right to claim such work as their own property (sometimes referred to as ‘intellectual property’). Hence, the academic community requires that academic authors, whether undergraduate, postgraduate or researcher, attribute the ownership of ideas, text and other forms of work to the original writers. The word and its verb form are defined in the Information box opposite.

WHAT IS CITATION?

In the academic environment at university level, citation involves linking an idea within a new text to information or data derived from another source document and its author(s). This gives recognition to the original author by providing sufficient information from the publication details so that the reader can locate the original document, if they wish. Integration of the ideas of others can be done:

- by direct quotation, that is, writing down what they wrote word for word; or
- by paraphrasing the idea in words that are different from those of the original author.

Whichever of these methods is adopted, the actual attribution in the text, namely, the publishing details, will follow the citation and referencing style required for your writing. Styles of citation and referencing are explained and outlined in **Chs 10–15**. The word and its verb form are defined in the Information box opposite.

Defining terms

To clarify our use of some terms and to avoid any confusion, the following are provided as dictionary definitions of expressions as used in this book:

Citation (noun) • a quotation (a book, its author, or a passage from it) as an example or a proof • mentioning as an example or illustration.

To cite (verb) • to use a phrase or sentence from a piece of writing or speech, especially in order to support or prove something.

Reference (noun) • a direction in a book to another passage or another book where information can be found • a book or passage referred to • the act of referring to a book or passage for information.

To reference (verb) • to mention a particular writer or piece of work
• to create a list of all the books that are mentioned in a piece of academic writing.

Plagiarism (noun) • the process of taking another person's work, ideas, or words and using them as if they were your own.

To plagiarise (verb) • to take someone else's work, ideas, or words and use them as if they were your own.

(Note: British English spelling)

(Source: www.macmillandictionary.com)

WHAT IS REFERENCING?

There are two usages in the context of academic writing:

- 1 providing information in the text about authorship of the original source material; and
- 2 providing the publication details in some kind of footnote, reference list or bibliography in accordance with the citation and referencing style being followed (**Chs 11–15**).

The rationale for this is:

- to protect the 'intellectual property' of the original author; and
- to provide readers with specific bibliographical information.

The word and its verb form are defined in the Information box above.

To place this in context, Figures 1.1 and 1.2 show a layout for a scientific journal paper and for a social sciences academic paper

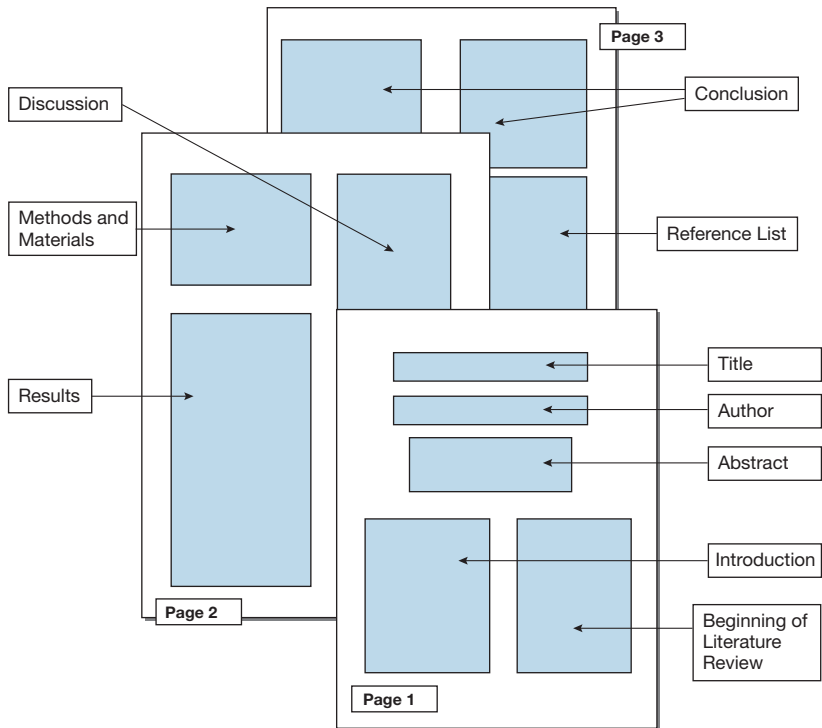


Figure 1.1 Typical layout of a paper in the sciences or engineering. This paper might appear in an academic journal where the text is usually printed in columns. The pages read from front to back and show a standard presentation: *Title, Author, Abstract, Introduction, Literature Review, Methods and Materials, Results, Discussion and Conclusion, followed by References.* Pages are simply to illustrate layout; more pages would be the norm for a journal article. Length is usually given by word count.

respectively so that you can see how all of this applies in practice. Further, explicit printed examples are provided throughout the book.

WHY IS AVOIDING PLAGIARISM IMPORTANT?

There are two intertwined strands to avoiding plagiarism:

- 1 the need to maintain your academic integrity, that is, your honesty, by giving correct attribution to sources; and
- 2 the need to demonstrate your critical thinking skills, namely, your ability to analyse complex information.

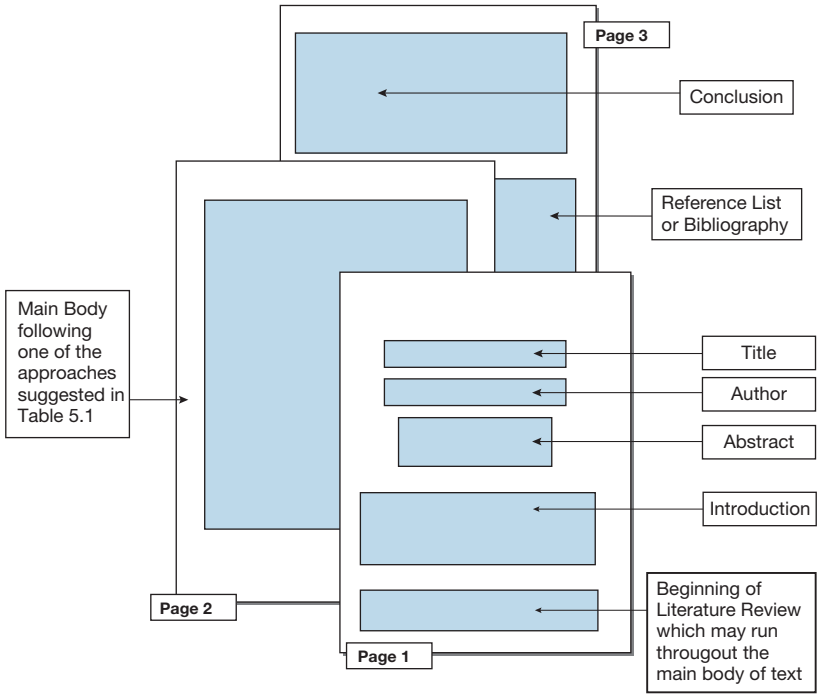


Figure 1.2 Sample layout of a paper in the Social Sciences. These papers are less strictly divided than in the natural sciences, for example. A suggested order might be: *Title, Author, Abstract (if appropriate), Introduction, Main Body, Conclusion, Reference List (or Bibliography)*. Pages are simply to illustrate layout; more pages would be the norm for a journal article. Length is usually given by word count.

Therefore, by learning to structure and present your views with appropriate attention to the published evidence, you enhance the quality of your research and acknowledge the contribution of others to the literature. Thus, learning how to cite and reference is essential to successful academic writing and will help you to achieve the highest of assessed standards in your work.

AN OVERVIEW OF THE PROCESSES REQUIRED FOR SUCCESSFUL CITATION AND REFERENCING

Many citation and referencing systems exist and, over time, some have been modified to create an even wider array of similar and, at times,