<u>Plagiarism</u>
How to Recognize It and Avoid It

Prepared by the Faculty Senate Student Life Subcommittee

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Table of Contents

SAIC Plagiarism Policy

Plagiarism

The School of the Art Institute of Chicago prohibits dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the School (see *Student's Rights and Responsibilities*, Student Handbook). One plagiarizes when one presents another's work as one's own. It is a form of intellectual theft. Plagiarism need not always be intentional. One can plagiarize even if one does not intend to.

Consequences for Plagiarism

Should the instructor, following these guidelines in a reasonable way, conclude that the student plagiarized, the student will incur a penalty, ranging from a failing grade on the assignment to not earning credit for the course. (For an example on what it means for the instructor to follow the guidelines "reasonably," see "Does it matter how much was plagiarized?" in the FAQ section below.) Additionally, instructors should inform the Office of Student Affairs / Academic Advising and Student Success. Staff or faculty in the aforementioned Office will follow the established procedures as provided in the Student Handbook (see *Academic Misconduct* and *SAIC Complaint Procedures).* If a student is found in violation of academic misconduct, possible sanctions include admonishment, warning, loss of privileges, suspension, or expulsion.

Student Rights

If a student believes that his or her grade has been altered unfairly for alleged plagiarism, the student may appeal in writing to the appropriate Academic Dean (see *Student Appeals to Non-Disciplinary Issues*, Student Handbook).

Faculty Procedures for Academic Plagiarism

If a student is suspected of plagiarism, the faculty member should
- Meet with the student to discuss the facts surrounding the suspected incident.
- Give the assignment a failing grade. This is a minimal penalty; the faculty member may opt to fail the student for the entire course.
- Refer the student to the Student Handbook for detailed information about his or her rights and responsibilities. If a student wishes to appeal the grade, he/she should contact the Assistant Dean/Director of Academic Advising & Student Success or the Undergraduate Director.
- Inform the Department Chair; and
- Inform the Office of Student Affairs / Academic Advising and Student Success.

Academic Integrity:
Exams and Academic Papers*

- Plagiarism is plagiarism whether a writer intended it or not. *Ignorance and carelessness are not acceptable excuses for plagiarism.*

- Plagiarism always results in failure on the assignment and, at the discretion of the instructor, may lead to failure in the course and other consequences.

What Is Plagiarism?

In the United States and many other countries, the expression of original ideas is considered intellectual property and is protected by copyright laws, just as pieces of art and inventions are protected. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file).

Plagiarism occurs when you present as your own original work anything that is not (see the definition of "Plagiarism" in the "Important Terms" section. This can take many forms:

1. turning in someone else's work as your own, even if you purchased it
2. turning in your own work written for another class without the knowledge and permission of the instructor
3. copying words or ideas from someone else without giving credit
4. failing to place quotation marks around a quotation
5. giving incorrect information about the source of ideas (whether directly quoted or stated in your own words)
6. copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
7. changing words by copying the sentence structure of a source-even if you identify the source in a citation.

* The material in this document, with some modifications to reflect SAIC policy, is from:

Avoiding Plagiarism, Perdue Online Writing Lab, accessed 29 June, 2017.
https://owl.english.purdue.edu/owl/resource/589/1/

The Plagiarism Spectrum, Turnitin.com, accessed 29 June, 2017.
http://turnitin.com/assets/en_us/media/plagiarism_spectrum.php

What Should You Do Before You Turn In The Paper?

Item 1 above: Just don't do it. Write your own paper.

Item 2 above: Speak to the instructor.

Items 3, 4, 5:   Be very accurate in (a) using quotation marks; (b) citing; and (c) listing sources at the end of the paper.

Item 6 above: You cannot make small adjustments that will remedy this form of plagiarism. You will need to rewrite the paper.

Item 7 above: Completely reword the sections that are too close to the original wording.

Two Important Guidelines

1. When you do not provide quotation marks around phrases or sentences, you are saying, "This material is in my own words."

    Attention! If you change only a few words of a passage, thus retaining the sentence structure(s) and many of the phrases, you have plagiarized *even if* you provide a citation. You must either directly quote a passage or truly rephrase it in your own words. There is no acceptable middle ground.

2. When you do not provide a citation for materials, you are saying, "This material is my own idea or it is common knowledge."

    Common knowledge refers to facts that are readily available from numerous sources and are generally known to the public, such as measurements, biographical dates, folklore, common sense observations, and shared information within your field of study or cultural group.

Cultural Perspectives on Plagiarism

Not all cultures take the same view of plagiarism. The Western notion that ideas can be the property of individuals may actually seem absurd to those with different views on what constitutes shared information or public discourse. Students from cultures that have a more collective sense of identity, for example, may have a difficult time understanding the distinctions some cultures draw between individual and public property. If you are from a culture that does not emphasize issues of plagiarism, it might be worthwhile to talk to your instructor or academic advisor about this. Plagiarism cannot be excused or justified by claiming cultural ignorance.

Preventing Plagiarism: Student Resources

In a research paper, you have to come up with your own original ideas while at the same time making reference to work that's already been done by others. **But how can you tell where their ideas end and your own begin?** What's the proper way to integrate sources in your paper? If you change some of what an author said, do you still have to cite that person?

Confusion about the answers to these questions often leads to **plagiarism.** If you have similar questions, or are concerned about preventing plagiarism, we recommend using the checklist below.

Consult with your instructor.

> Do you have questions about plagiarism? If you can't find the answers in this packet, or are unsure about something, you should ask your instructor. They should be able to answer your questions. You can also check out the **guidelines for citing sources properly included near the end of this document**. If you follow them and the rest of the advice on this page, you should have no problems with plagiarism.

Plan your paper.

> Planning your paper well is the first and most important step you can take towards preventing plagiarism. If you know you are going to use other sources of information, you need to plan how you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline or coming up with a thesis statement in which you clearly formulate an argument *about* the information you find, will help establish the boundaries between your ideas and those of your sources.

Take effective notes.

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources, so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems - including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different colored fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away - finding them again later when you are trying to finish your paper can be a nightmare!

When in doubt, cite sources.

Of course you want to get credit for your own ideas. And you don't want your instructor to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, **you should always cite your source.** Instead of weakening your paper and making it seem as though you have fewer original ideas, this will actually strengthen your paper by, first, showing that you are not just copying others' ideas but are processing and adding to them; second, lending outside support to the ideas that are completely yours; and third, highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.

Make it clear **who** said **what.**

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. **Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them.** If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to identify **who** said **what,** and give credit to the right person. In the above example, one way to make it clear is by writing, "According to Bloom, Joyce brilliantly portrayed the situation of a writer in society at that time."

Know how to paraphrase.

> A paraphrase is a restatement **in your own words** of someone   else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change **both** the **words** and the **sentence structure** of the original **without** changing the content. Also, you should keep in mind that paraphrased passages **still require citation** because the ideas came from another source, even though you are putting them in your own words.
>
> The purpose of paraphrasing is not to make it seem as though you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the   original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.

Evaluate your sources.

> Not all sources on the web are worth citing - in fact, many of them are just plain wrong. So how do you know which ones are good? For starters, make sure you know the **authors** of the page, where they got their information from, and when they wrote it (getting this information is also an important step in avoiding plagiarism!).   Then you should determine how credible you feel the source is: how well the authors support their   ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using Portland Community College's "Evaluating Sources: Questions to Ask" as an easy method of testing the credibility of your sources (http://guides.pcc.edu/c.php?g=232171&p=1542350 accessed 29 June 2017).

Why Students Plagiarize

There are many reasons students plagiarize. Sometimes deadlines come around more quickly than expected, sometimes assignments feel overwhelming, and sometimes the boundaries of plagiarism and research just get confused. But what situations are most likely to result in plagiarism? More importantly, how can they be avoided? Learning to identify the factors that make plagiarism an attractive alternative is the best way to stop it before it starts.

Unintentional Plagiarism

No honest student would walk out of a neighbor's house accidentally carrying his or her television. But even the most well-intentioned writers sometimes "appropriate" the work of others without proper authority. How does this happen?

- Citation confusion

  Perhaps the most common reason for inadvertent plagiarism is simply an ignorance of the proper forms of citation.

  See *Citing Sources* in this document.

- Plagiarism vs. paraphrasing

  Many students have trouble knowing when they are paraphrasing and when they are plagiarizing. In an effort to make their work seem "more original" by "putting things in their own words," students may often inadvertently plagiarize by not changing the original phrasing enough.

  To avoid this, students must retain the essential ideas of the original but significantly change the style and grammatical structure to fit in the context of their argument. They must also cite the source.

- "I was just copying my notes."

  Students often mix their own ideas and those of their sources when they take sloppy notes, creating confusion when they begin writing their papers.

  It may be worthwhile to go over some note-taking methods. Learning how to document sources using different colored pens and "post-it" tabs to mark pages, for example, will save time and keep references clear.

- "I couldn't find the source."

  Students are often careless about writing down the bibliographic information of their sources, leaving them unable to properly attribute information when it comes to writing the paper.

  It is important to keep careful track of references during the note-taking stage. Students may be eager to focus entirely on the content of their research, but should realize that how they handle their reference material is a significant part of the assignment.

- "I thought we didn't have to quote facts."

  Because the Internet makes information so readily available, students may find it difficult to tell the difference between "common knowledge" they are free to use, and original ideas that are the intellectual property of others.

  The easiest thing to do is to remember the maxim, "When in doubt, cite sources."

- Confusion about expectations

  Students may not be aware of what proper research requires. They may think they are being asked simply to report critical commentary, or to "borrow" from a number of sources to show that they have "done their homework." In either case, it becomes a problem if what they turn in tends to be predominantly the work of others.

  One of the most common sources of confusion is the ambiguity of terms such as "analyze" and "discuss." These terms have specific meanings in academic discourse, and they imply a degree of original thought that goes beyond mere "reporting." Students should check with their teachers on how the teachers are using these terms.

Intentional Plagiarism

Just like hacking into websites, plagiarizing papers can be something of a thrill in itself. For many students it becomes a question of ingenuity: "Can I sneak a plagiarized paper past my professor?" But there is usually more behind intentional plagiarism than just the thrill of deception.

- Searching vs. researching

  Today's students learn quickly that finding and manipulating data on the Internet is a valuable skill. With the wealth of information available online, the production of original analysis and interpretation may seem like "busy work" compared to finding the best or most obscure sources.

  Students need to learn the real skills of interpretation and analysis: how to *process* the information they find. Anyone with some basic knowledge can *find* information on the Internet; it's what they *do* with that information that is important.

- "But their words are better."

  Some students might think, "Why sweat over producing an analysis that has already been

done better, by someone who knows more?" Students may also be intimidated by the quality of the work found online, thinking their own work cannot compare.

What interests instructors most is seeing how *students* understand the assigned topic, and how they develop their own style and voice. Writing is a learning process, and students are not expected to be as brilliant as experts who have devoted years to the subject. Students' experiences and the context of their classes give them a unique perspective that may give them a far more interesting angle on the issues than those of the experts.

- Making the grade

  Students are under enormous pressure from family, peers, and instructors to compete for scholarships, admissions, and, of course, places in the job market. They often see education as a rung on the ladder to success, and not an active process valuable in itself. Because of this, students tend to focus on the end results of their research, rather than the skills they learn in doing it.

  But while students may be able to hide ignorance of particular facts or theories, research and writing skills make themselves very apparent to anyone evaluating them. In other words, students' grades won't matter if students don't have the skills to show for them.

- "Everyone else is doing it."

  Students often justify plagiarism by pointing out that since their peers plagiarize, they must do the same to keep up. They feel faced with a choice: put in several hours of work and risk a mediocre grade with less time for other subjects, or do what their peers do and copy something good from the Internet for an easy A with time to spare.

  Teachers typically deal with this by catching those students who do plagiarize. It takes a great deal of the pressure off of those who want to work honestly but are afraid of falling behind their peers.

- Poor planning

  Students are not always the best judges of how much time their assignments will take. They may not be aware of the extent of work involved in a research paper, or may simply be overwhelmed by the task and put it off until the last minute, leaving them with no time for original work of their own.

  It is always a good idea for students to start writing their papers as soon as possible. Setting deadlines for finishing parts of the paper (such as thesis, rough draft, outline, and bibliography) is also helpful. It will help students tremendously to organize their time, thus making the task seem less overwhelming.

How You Can Get Caught

Technology

Instructors and media specialists can simply plug a phrase from your work into a search engine and find where in cyberspace you took an idea or paper.

Instructors talk

Instructors do talk to one another. They find out from each other when students turn work in one class that their friends have turned in for another instructor's class. You must check with your instructors to see if original work you have done for one class can also be used in other classes.

Instructors remember

Work that was turned in by a friend or relative years before can still be recognized by teachers if you try to turn it in again as your own. When teachers read a set of tests, lab reports, essays, or papers, they do not forget what other students have written. There is a fine line between collaboration and plagiarism - be aware of it.

Teachers know your writing

Teachers know how students write. It doesn't take much to distinguish between what a particular student wrote and what was written by someone else.

FAQ

What is plagiarism?

Simply put, plagiarism is the use of another's original words or ideas as though they were your own. Any time you borrow from an original source and do not give proper credit, you have committed plagiarism.

Do I have to cite sources for every piece of information that I use?

No. You do not have to cite sources for pieces of information that are not the result of unique individual research. Information that is readily available from numerous sources and generally known to the public, people within your field of study or cultural group, is considered "common knowledge," e.g. fables or fairy tales, geographic locations of major landmarks, etc. You can use such information liberally in your paper without citing authors.
If you are unsure whether or not a piece of information is common knowledge, you should

probably cite your source just to be safe. However, information is common knowledge if
- You think it is information that your average reader will already know, or
- You think a person could easily find it using general reference sources.

Does it matter how much was plagiarized?

No. A work that is almost entirely plagiarized will certainly incur greater penalties than a work that only includes a small amount of plagiarized material. However, the minimum penalty for plagiarizing in an assignment is failure on that assignment, no matter how much was copied. There is room here, however, for some instructor discretion. For example, if a paper is generally well documented but the student has forgotten to cite a page reference or two, then it would be unreasonable for the instructor to fail the student on the assignment. The instructor should, however, ask the student to avoid such mistakes in the future.

If I cite the source, can I still be accused of plagiarism?

You are allowed to borrow ideas or phrases from other sources provided you **cite them properly.** As a rule, however, you should be careful about borrowing too liberally. If the case can be made that your work consists predominantly of someone else's words or ideas, you may still be susceptible to charges of plagiarism. Also, if you follow the words of a source too closely and do not use quotation marks, it is considered plagiarism even if you cite the source.

Does intention matter?

Ignorance is not an excuse. SAIC's policy is that plagiarism is plagiarism whether the writer intended it or not. **For further details, please refer to the official SAIC policy on plagiarism, included at the beginning of this packet.**

If I change the words, do I still have to cite the source?

Changing only the words of an original source is NOT sufficient to prevent plagiarism.
You must cite a source whenever you borrow ideas as well as words.

If I write something somebody else already wrote, but I didn't know they wrote it, is that still plagiarism?

While it is possible that you might write on the same topic as someone else, the odds are that you will not have exactly the same ideas or express them in exactly the same way. It is highly unlikely that you would be accused of plagiarizing from a source you have never read. Be careful, however, of "accidentally" plagiarizing from sources you have read and forgotten. If your ideas turn out to have been influenced by a source that you read but failed to cite for any

reason, you could be guilty of plagiarism.

Quoting Material

What is quoting?

Taking the exact words from an original source is called **quoting.** You should quote material when you believe the way the original author expresses an idea is the most effective means of communicating the point you want to make. If you want to borrow an idea from an author, but do not need his or her exact words, you should try **paraphrasing** instead of quoting.

How often should I quote?

Quote as infrequently as possible. You never want your essay to become a series of connected quotations, because that leaves little room for your own ideas. Most of the time, paraphrasing and summarizing your sources is sufficient (but remember that you still have to **cite** them!). If **you think it's important to quote something, an excellent rule of thumb is that for every line you quote, you should have at least two lines analyzing it.**

How do I incorporate quotations in my paper?

Most of the time, you can just identify a source and quote from it, as in the first example above. Sometimes, however, you will need to modify the words or format of the quotation in order to fit it in your paper. Whenever you change the original words of your source, you must indicate that you have done so. Otherwise, you would be claiming the original author used words that he or she did not use. But be careful not to change too many words! You could accidentally change the meaning of the quotation, and falsely claim the author said something they did not.

For example, let's say you want to quote from the following passage in an essay called "United Shareholders of America," by Jacob Weisberg:

> The citizen-investor serves his fellow citizens badly by his
> inclination to withdraw from the community. He tends to
> serve himself badly as well. He does so by focusing his
> pursuit of happiness on something that very seldom makes
> people happy in the way they expect it to. [Should include
> footnote to further illustrate your point]

When you quote, you generally want to be as concise as possible. Keep only the material that is strictly relevant to your own ideas. So here you would not want to quote the middle sentence, since it is repeated again in the more informative last sentence. However, just skipping it would not work; the final sentence would not make sense without it. So, you have

to change the wording a little bit. In order to do so, you will need to use some **editing symbols.** Your quotation might end up looking like this:

> In his essay, "United Shareholders of America," Jacob Weisberg insists that "The citizen-investor serves his fellow citizens badly by his inclination to withdraw from the community. He tends to serve himself badly... by focusing his pursuit of happiness on something that very seldom makes people happy in the way they expect it to."

The ellipses (...) indicate that you have skipped over some words in order to condense the passage. But even this version is still a bit lengthy - there is something else you can do to make it even more concise. Try changing the last sentence from

> "He tends to serve himself badly... by focusing his pursuit of happiness on something that very seldom makes people happy in the way they expect it to."

> to

> "He tends to serve himself badly... by focusing his pursuit of happiness on [money]."

The brackets around the word "money" indicate that you have substituted that word for other words the author used. To make a substitution this important, however, you had better be sure that "money" is what the final phrase meant; if the author intentionally left it ambiguous, you would be significantly altering his meaning. That would make you guilty of fraudulent attribution. In this case, however, the paragraph following the one quoted explains that the author is referring to money, so it is okay.

As a general rule, it is okay to make minor grammatical and stylistic changes to make the quoted material fit in your paper, but it is not okay to significantly alter the structure of the material or its content.

Quoting within quotations

When you have "embedded quotations," or quotations within quotations, you should switch from the normal quotation marks ("") to *single* quotation marks (' ') to show the difference. For example, if an original passage by John Archer reads:

> The Mountain Coyote has been described as a "wily" and "single-minded" predator by zoologist ImaWarner.

Your quotation might look like this:

> As John Archer explains, "The Mountain Coyote has been
> described as a 'wily' and 'single-minded' predator by
> zoologist Ima Warner."

Note the double quotation marks surrounding the entire quotation, and the single quotation marks around the words quoted in the original.

How do I include long quotations in my paper?

The exact formatting requirements for long quotations differ depending on the **citation style**. In general, however, if you are quoting more than three lines of material, you should do the following:

- Change the font to one noticeably smaller (in a document that is mostly 12 point font, you should use a 10 point font, for example)

- Double indent the quotation - that means adjusting the left and right margins so that they are about one inch smaller than the main body of your paper.

- If you have this option in your word-processor, "left-justify" the text. That means make it so that each line begins in the same place, creating a straight line on the left side of the quotation, while the right side is jagged.

- Do NOT use quotation marks for the entire quotation - the graphic changes you have made already (changing the font, double indenting, etc.) are enough to indicate that the material is quoted. For quotations within *that* quotation, use normal quotation marks, not single ones.

What Is Citation?

A citation is the way you tell your readers that certain material in your work came from another source. It also gives your readers the information necessary to find that source, including

- Information about the author
- The title of the work
- The name and location of the company that published your copy of the source
- The date your copy was published
- The page numbers of the material you are   borrowing

Why should I cite sources?

Giving credit to the original author by citing sources is the only way to use other people's work without plagiarizing. But there are a number of other reasons to cite sources:

- Citations are extremely helpful to anyone who wants to find out more about your ideas and where they came from.
- Not all sources are good or right- your own ideas may often be more accurate or interesting than those of your sources.
- Citing sources shows the amount of research you've done.
- Citing sources strengthens your work by lending outside support to your ideas.

Doesn't citing sources make my work seem less original?

Not at all. On the contrary, citing sources actually helps your reader distinguish your ideas from those of your sources. This will actually emphasize the originality of your own work.

When do I need to cite?

Whenever you borrow words or ideas, you need to acknowledge their source. The following situations almost always require citation:

- Whenever you use quotations
- Whenever you paraphrase
- Whenever you use an idea that someone else has already expressed
- Whenever you make specific reference to the work of another
- Whenever someone else's work has been critical in developing your own ideas

How do I cite sources?

This depends on what type of work you are writing, how you are using the borrowed material, and the expectations of your instructor.

First, you have to think about how you want to **identify your sources**. If your sources are very important to your ideas, you should mention the author and work in a sentence that introduces your citation. If, however, you are only citing the source to make a minor point, you may consider using **parenthetical references**, footnotes, or endnotes.

There are also different **forms** of citation for different disciplines. For example, when you cite sources in a psychology paper, you would probably use a different form of citation than you might in a paper for an English class.

Finally, you should always consult your instructor to determine the form of citation appropriate

for your paper. You can save a lot of time and energy simply by asking, "How should I cite my sources?" or "What style of citation should I use?" before you begin writing.

In the following sections, we will take you step-by-step through some general guidelines for citing sources.

Identifying sources in the body of your paper

The first time you cite a source, it is almost always a good idea to mention its author(s), title, and genre (book, article, or web page, etc.). If the source is central to your work, you may want to introduce it in a separate sentence or two, summarizing its importance and main ideas. But often you can just tag this information onto the beginning or end of a sentence. For example, the following sentence puts information about the author and work before the quotation:

> Milan Kundera, in his book *The Art of the Novel,* suggests that
> "if the novel should really disappear, it will do so not because
> it has exhausted its powers   but because it exists in a world
> grown alien to it."

You may also want to describe the authors if they are not famous, or if you have reason to believe your reader does not know them. You should say whether they are economic analysts, artists, physicists, etc. If you do not know anything about the authors and cannot find any information, it is best to say where you found the source and why you believe it is credible and worth citing. For example,

> In an essay presented at an Asian Studies conference held at
> Duke University, Sheldon Garon analyzes the relation of
> state, labor-unions, and small businesses in Japan between the
> 1950s and 1980s.

If you have already introduced the author and work from which you are citing, and you are obviously referring to the same work, you probably don't need to mention them again. However, if you have cited other sources and then go back to one you had cited earlier, it is a good idea to mention at least the author's name again (and the work if you have referred to more than one by this author) to avoid confusion.

Citing Sources

Citation styles differ mostly in the location, order, and syntax of information about references. The number and diversity of citation styles reflect different priorities with respect to conciseness, readability, dates, authors, publications, and, of course, style.

There are also two major divisions *within* most citation styles: **documentary-note style** and **parenthetical style.** *Documentary-note style* is the standard form of documenting sources. It involves using either footnotes or endnotes so that information about your sources is readily available to your readers but does not interfere with their reading of your work.

In the *parenthetical style,* sometimes called the "author-date" style or "in-text" style, references to sources are made in the body of the work itself, through parentheses. An example of this is the following sentence, referring to page 23 in a book written by Professor Scott in 1999:

> Professor Scott asserts that environmental reform in Alaska in the 1970s accelerated rapidly as the result of pipeline expansion. (Scott 1999, 23)

This is generally considered an abbreviated form of citation, and it does not require footnotes or endnotes, although it does require a bibliography at the end of the paper. It is easier to write, but might interfere with how smoothly your work reads. See your instructor for information on which form -- documentary-note style or parenthetical style -- is appropriate for your paper.

With so many different citation styles, how do you know which one is right for your paper? First, we strongly recommend asking your instructor. There are several factors which go into determining the appropriate citation style, including discipline (priorities in an English class might differ from those of a psychology class, for example), academic expectations (papers intended for publication might be subject to different standards than mid-term papers), the research aims of an assignment, and the individual preference of your instructor.

If you want to learn more about using a particular citation style, we have provided a list of the most common citation styles below. For additional information on citation styles and citation management tools, see the ***Academic Integrity*** section of the Flaxman Library website (http://saic.edu/library) or speak with a librarian.

Humanities

Chicago
  Chicago Manual of Style Online (found at http://saic.edu/library Databases A-Z)
  Purdue OWL Chicago Style https://owl.english.purdue.edu/owl/section/2/12/

MLA (Modern Language Association)
  MLA Handbook
  Purdue OWL MLA Style https://owl.english.purdue.edu/owl/section/2/11/

Turabian (an academic style based on the Chicago Manual of Style)
  A Manual for Writers of Research Papers, Theses, and Dissertations by Kate L. Turabian
  Available in print in the Flaxman Library

Social Sciences

Listing References

What's a bibliography?

A bibliography is a list of all of the sources you have used in the process of researching your work. In general, a bibliography should include

- The authors' names
- The titles of the works
- The names and locations of the companies that published your copies of the sources
- The dates your copies were published
- Relevant page numbers (optional)

Different kinds of sources, such as magazine articles and chapters in multi-author volumes, may require more specific information to help your reader locate the material.

Ok, so what's an *annotated* bibliography?

An annotated bibliography is the same as a bibliography with one important difference: in an annotated bibliography, the bibliographic information is followed by a brief description of the content, quality, and usefulness of the source.

What are Footnotes?

Footnotes are notes placed at the bottom of a page. They cite references or comment on a designated part of the text above it. For example, say you want to add an interesting comment to a sentence you have written, but the comment is not directly related to the argument of your paragraph. In this case, you could add the symbol for a footnote. Then, at the bottom of the page you could reprint the symbol and insert your comment.

Here is an example: This is an illustration of a **footnote.**[1] The numeral "1" at the end of the previous sentence corresponds to the note below. See how it fits in the body of the text? *At the bottom of the page you can insert your comments about the sentence preceding the footnote.*

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[1] At the bottom of the page you can insert your about the sentence preceding the footnote.

When your reader comes across the footnote in the main text of your paper, he or she could look down at your comments right away, or else continue reading the paragraph and read your comments at the end. Because this makes it convenient for your reader, most citation styles require that you use either footnotes or endnotes in your paper. Some, however, allow you to make **parenthetical** references (author, date) in the body of your work.

Footnotes are not just for interesting comments, however. Sometimes, they simply refer to relevant sources. In other words, they let your readers know where certain material came from, or where they can look for other sources on the subject.

To decide whether you should cite your sources in footnotes or in the body of your paper, you should ask your instructor.

Where does the little footnote mark go?

Whenever possible, put the footnote at the end of a sentence, immediately following the period or whatever other punctuation mark completes that sentence. Skip two spaces after the footnote before you begin the next sentence. If you must include the footnote in the middle of a sentence for the sake of clarity, or because the sentence has more than one footnote (try to avoid this!), put it at the end of the most relevant phrase, after a comma or other punctuation mark, or, if necessary, right at the end of the most relevant word. If the footnote is not at the end of a sentence, skip only one space after it.

What's the difference between footnotes and endnotes?

The only real difference is placement. Footnotes appear at the bottom of the relevant page, while endnotes appear at the very end of your document. If your notes are very important, footnotes are more likely to get your reader's attention. Endnotes, on the other hand, are less intrusive and will not interrupt the flow of your paper.

If I cite sources in the footnotes (or endnotes), how is that different from a bibliography?

In footnotes or endnotes, you are citing sources that are directly relevant to specific passages in your paper. In a bibliography, you are citing all of the sources that you researched, whether they relate to any specific part of your paper or not. Your bibliography might contain additional sources that you read but did not specifically cite in your paper. Also, citations in footnotes or endnotes will always have page numbers, referring to the specific passages relevant to that part of your paper, while citations in bibliographies may have none. If you read an entire book, for example, you would not have to list specific page numbers in your bibliography. If you quoted the book, however, you would mention the page numbers in your notes.

What are "works cited" and "works consulted" pages?

Sometimes you may be asked to include these - especially if you have used a **parenthetical style** of citation. A "works cited" page is a list of all the works from which you have borrowed material. Your reader may find this more convenient than footnotes or endnotes because he or she will not have to wade through all of the comments and other information in order to see the sources from which you drew your material. A "works consulted" page is a complement to a "works cited" page, listing *all* of the works you used, whether they were useful or not.

Isn't a "works consulted" page the same as a "bibliography," then?

Well, yes. The title is different because "works consulted" pages are meant to complement "works cited" pages, and bibliographies may list other relevant sources in addition to those mentioned in footnotes or endnotes. Choosing to title your bibliography "Works Consulted" or "Selected Bibliography" may help specify the relevance of the sources listed.

For more information on documenting sources, see Purdue University's Online Writing Lab: https://owl.english.purdue.edu/owl/section/2/

Important Terms

Attribution The acknowledgement that something came from another source. The following sentence properly *attributes* an idea to its original author: Jack Bauer, in his article "Twenty-Four Reasons not to Plagiarize," maintains that cases of plagiarists being expelled by academic institutions have risen dramatically in recent years due to an increasing awareness on the part of educators.

Bibliography A list of sources used in preparing a work.

Citation
1. A short, formal indication of the source of information or quoted material.
2. The act of quoting material or the material quoted.

Cite
1. To indicate a source of information or quoted material m a short, formal note.
2. To quote.
3. To ascribe something to a source.

Common Knowledge	Information that is readily available from numerous sources and is generally known to the public, such as measurements and biographical dates, folklore, common sense observations, shared information within your field of study or cultural group. The fact, for example, that carrots are a source of Vitamin A is common knowledge, and you could include this information in your work without attributing it to a source. However, any precise, quantitative information regarding the effects of Vitamin A on the human body is likely to be the product of original research and would have to be cited.
Endnotes	Notes at the end of a paper acknowledging sources and providing additional references or information.
Facts	Knowledge or information based on real, observable occurrences. Just because something is a fact does not mean it is not the result of original thought, analysis, or research. Facts can be considered intellectual property as well. If you discover a fact that is not widely known or readily found in several other places, you should cite the source
Footnotes	Notes at the bottom of a paper acknowledging sources or providing additional references or information
Intellectual Property	A product of the intellect, such as an expressed idea or concept, that has commercial value.
Notation	The form of a citation; the system by which one refers to cited sources.
Original	1. Not derived from anything else; new and unique. 2. Markedly departing from previous practice. 3. The first; preceding all others in time. 4. The source from which copies are made.
Paraphrase	A restatement of a text or passage in other words. It is extremely important to note that changing a few words from an original source does NOT qualify as paraphrasing. A paraphrase must make **significant** changes in the style and voice of the original *while retaining the essential ideas.* If you change the ideas, then you are not paraphrasing - you are misrepresenting the ideas of the original, which could lead to serious trouble.

Plagiarism   The act of presenting as one's own original work anything that is not; passing off as one's own the work of someone else.

Quoting   Using words from another source.

Self-plagiarism   Copying material you have previously produced and passing it off as a new production.

Choosing When to Give Credit

Need to Document	No Need to Document
* When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium * When you use information gained through interviewing another person * When you copy the exact words or a **"unique phrase"** from somewhere * When you reprint any diagrams, illustrations, charts, or pictures * When you use ideas that others have given you in conversations or over email	* When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject * When you are using **"common knowledge"**- folklore, common sense observations, shared information within your field of study or cultural group * When you are compiling generally accepted facts * When you are writing up your own experimental results